

ACTION COMPONENT

Academic Performance

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

Jeff Roberts

School Name

WALLINS ELEMENTARY

Current Date

11/07

Priority Need	Goal
<p>In our 2007 CATS results, we had:</p> <p>An overall accountability index of 84.2 with 8.19% Novice.</p> <p><b>In Elementary we had the following:</b></p> <p>Reading Index of 91.02 with 20% Novice.</p> <p><b>Math Index of 84.06 with 12% Novice.</b></p> <p>Science Index of 94.9 with 2% Novice.</p> <p>Social Studies Index of 105.29 with 0% Novice.</p> <p>Writing Index of 102.04 with</p> <p>0% Novice in Writing Portfolio.</p> <p>0% Novice in On-Demand.</p> <p>Arts and Humanities Index of 112.72 with 3% Novice.</p> <p>PL/VS Index of 94.42 with 12% Novice.</p> <p><b>In Middle School we had the following:</b></p> <p>Reading Index of 93.19 with 9% Novice.</p> <p><b>Math Index of 72.08 with 22% Novice.</b></p> <p>Science Index of 82.29 with 11% Novice.</p> <p>Social Studies Index of 76.38 with 4%Novice.</p> <p>Writing Index of 89 with</p> <p>2% Novice in Writing Portfolio.</p>	<p>In our 2008 CATS results we will have:</p> <p>An overall accountability target index of 78.5 with 23.81% Novice.</p> <p><b>In Elementary we will have the following:</b></p> <p>Reading Index of 88.02 with 13% Novice</p> <p><b>Math Index of 89.03 with 8% Novice.</b></p> <p>Science Index of 98.3 with 5% with Novice.</p> <p>Social Studies Index of 110 with 5% Novice.</p> <p>Writing Index of 106 with</p> <p>5%Novice in Writing Portfolio.</p> <p>5% Novice in On-Demand.</p> <p>Arts and Humanities Index of 115 with 5% Novice.</p> <p>PL/VS Index of 96.28 with 8% Novice.</p> <p><b>In Middle School we will have the following:</b></p> <p>Reading Index of 95.46 with 6% Novice</p> <p><b>Math Index of 81.39 with 14% Novice.</b></p> <p>Science Index of 88.19 with 7% with Novice.</p> <p>Social Studies Index of 84.25 with 5% Novice.</p> <p>Writing Index of 92.67 with</p> <p>5%Novice in Writing Portfolio.</p>

<p>2% Novice in On-Demand.</p> <p>Arts and Humanities Index of 90.92 with 8% Novice.</p> <p>PL/VS Index of 75.75 with 18% Novice.</p>	<p>5% Novice in On-Demand.</p> <p>Arts and Humanities Index of 93.95 with 5% Novice.</p> <p>PL/VS Index of 83.83 with 12% Novice.</p>
<p><b>Causes of the Need</b></p> <p>A. In our school Math is our greatest challenge. All students need a working knowledge of the basics and foundations of mathematics to succeed in today's society. We need to develop minimum proficiency standards for each level and define what rigor is at each level. (1.1.a.)</p> <p>B. Not all students can articulate the academic expectations and know what is required to be proficient at their level and the expectations of the grade or level above. (2.1.c.)</p> <p>C. Instructional strategies and activities should be rigorous enough to always challenge students- which require more individualized instruction and assessment to ensure that each child is taught at a level that allows rigor. (Standard 3)</p>	<p><b>Objectives For Reaching the Goal</b></p> <p>A. The school will further develop curriculum standards, that are rigorous, intentional, and aligned to state and local standards. The curriculum will be connected from level to level, thus eliminating gaps and overlaps. (Standard 1)</p> <p>B. The school will consistently use multiple evaluations and assessment strategies that continuously monitor and modify instruction that supports student needs and proficient student work and the elimination of achievement gaps. (Standard 2)</p> <p>C. Instructional strategies and activities will be aligned to meet the changing needs of a diverse student population. (Standard 3)</p>

Objective A: The school will further develop curriculum standards, that are rigorous, intentional, and aligned to state and local standards. The curriculum will be connected from level to level, thus eliminating gaps and overlaps. (Standard 1)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. All math curriculum will be aligned and, therefore, streamlined to the new 4.1 version of the Core Content, which is vertically and horizontally aligned, thereby eliminating any curriculum gaps. (1.1.a.)	A.1	School Leadership, B. Belcher	01/08	12/10	\$0	
A.1.b. All teachers of mathematics will keep a math portfolio of assignments, assessments and student work that exemplify rigor in the classroom.	A.1	School Leadership, B. Belcher	01/08	12/10	\$0	

Objective B: The school will use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. (Standard 2)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. All teachers will utilize Kentucky Performance Standards in assessment and instruction to assure that math students can articulate what is required to be proficient. Students will be able to verbalize what is required at their level. (2.1.c.)	B.1	Principal B. Belcher and Assistant Principal, John Slusher	01/08	05/10	\$0	
B.1.b All teachers will incorporate students' knowledge of proficiency into classroom instruction and assessment. Students will be required to know, discuss and write what is proficient at their present level and the level beyond. This will allow students the opportunity to understand and express current and future expectations of proficiency and rigor.	B.1	B. Belcher, Principal	1/08	05/10	\$0	
B.1.c. All math teachers will develop samples to clarify classroom tasks and show distinctions between the levels of performance. Samples will be displayed in classrooms, evidenced by student interviews, and examples of tasks with scoring guides and student work. (2.1.f.)	B.1	B. Belcher and J. Slusher	10/06	03/08	\$0	

Objective C: The school's instructional program will actively engage all students by using effective, varied, and research-based practices to improve student academic performance. (Standard 3)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. School Leadership will ask teachers to submit written request for essential equipment and materials for curriculum delivery to meet the needs of all students. (3.1.f.)	C.1	Principal, B. Belcher Media Specialist, Lisa Slusher	03/08  03/09	05/08  05/09	\$11,500	Instructional funds
C.1.b School Leadership will provide 4th and 5 <sup>th</sup> grade teachers with the opportunity to review for purchase Study Island learning program to support students at risk and low achieving students. The possibility of additional and future purchases will depend on monies available and teacher response.	C.1	Principal, B. Belcher	12/07	12/10	\$2000	Title I
C.1.c. Math teachers will identify skill deficiencies and refer individuals and groups with deficiencies to the ESS program to support students that are behind, low achievers, and those at risk (before school, after school, and daytime wavier). (3.1.c.)	C.1	L. Samuels, C. Sergent, R. Simpson, J. Roberts	08/06	03/08	\$0	

ACTION COMPONENT

Achievement Gaps

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

Betty Curry/Jeff Roberts

School Name

WALLINS ELEMENTARY

Current Date

01/16/07

<p>Priority Need</p> <p>According to our 2004 Spring KPR scale scores, we had achievement gaps in the following populations:  7<sup>th</sup> Reading: Male--81% P/D &amp; Female--100%P/D=Gender Gap of 19%  8<sup>th</sup> Math: Male—47% P/D &amp; Female—25% P/D= Gap of -22%</p>	<p>Goal</p> <p>According to our 2008 Spring KPR, we will reduce these gaps by improving our Proficient/Distinguished Scores to be as follows:  7<sup>th</sup> Reading: Male—85.75% P/D &amp; Female—100% P/D =Gender Gap of 14.25%  8<sup>th</sup> Math: Male—60.25% P/D &amp; Female—43.75% P/D =Gender Gap of-16.50%</p>
<p>Causes of the Need</p> <p>A. Our 7<sup>th</sup> grade Male student population is not performing as well in Reading as our 7<sup>th</sup> grade Female student population.</p> <p>B. Our 8<sup>th</sup> grade Female student population is not performing as well in Math as our 8<sup>th</sup> grade Male student population.</p>	<p>Objectives For Reaching the Goal</p> <p>A. By 2008 the Reading achievement gap between our 7<sup>th</sup> grade Female and Male student populations will be narrowed.</p> <p>B. By 2008 the Math achievement gap between our 8<sup>th</sup> grade Female and Male student populations will be narrowed.</p>
<p>Evidence of Causes</p> <p>According to our 2006 Spring KPR, we had the following achievement gaps:  A1. Males are not performing as well in reading as females.  B1. Females are not performing as well in math as males.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>According to our 2008 Spring KPR, we will reduce the identified gaps as follows:  A1. Male reading student performance is more closely matched to female reading performance.  B1. Female math student performance is more closely matched to male math performance</p>

Objective A. By 2008 the Reading achievement gap between our 7 <sup>th</sup> grade Female and Male student populations will be narrowed.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. Teachers of Reading will participate in district reading cadres. Workshops will target the latest research on instructional reading strategies appropriate for primary, middle, and high school readers. It will also address gender reading issues.	A.1.	B. Belcher	March '07	Jan.. '07	\$1200	PD
A.1.b. Reading teachers will participate in curriculum mapping to guide instruction. Teachers will design gender specific tasks for informational, persuasive, and practical workplace reading materials. This will be reflected in student work samples.	A.1.	B. Curry	March '07	Dec. '08	N/A	
A.1.c. Support materials for gender specific reading will be purchased by the media specialist. Reading Teachers will supply the media specialist with a list of needed materials.	A.1.	L. Slusher	May '07	Dec. '08	\$5000	Instructional Monies
A.1.d. Reading/Content teachers will design and implement lessons that support male reading interests. All teachers will utilize varied research based instructional strategies and best practices.	A.1.	B. Belcher	Feb. '07	Dec. '08	N/A	
Objective B. By 2008 the Math achievement gap between our 8 <sup>th</sup> grade Female and Male student populations will be narrowed.						
	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. Staff will explore the idea of having a girls' math club for middle school students. Activities will focus on exploration of math topics and building math confidence.	B.1.	K. Stephens J. Ashurst	Feb. '07	Feb. '07	N/A	
B.1.b. ESS Female students will utilize Coach workbooks to strengthen test-taking skills, practice test-like items, and reinforce basic middle school math skills.	B.1.	P. Lowe	Feb. '07	May '07	N/A	
B.1.c. Female middle school math students will receive individualized instruction via accelerated math program. Student weaknesses will be targeted and addressed. Progress will be tracked by the computerized math program.	B.1.	R. Simpson J. Roberts	Feb. '07	Sept. '07	N/A	

ACTION COMPONENT

Learning Environment

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Shannon Lawson

School Name Wallins Elementary

Current Date

12/07

Priority Need	Goal
<p>According to the 2007 Kentucky Performance Report, a gap exists between the free/reduced and paid students in mathematics; the KASA parent, teacher and student surveys indicate that there is room for improvement in communication between the school and families, and that teachers could use assistance in meeting the demands of instruction, assessment, and diverse student needs.</p>	<p>By 2009 the Kentucky Performance Report will indicate that there is a gain on closing the achievement gap between free/reduced and paid students, and the KASA surveys will indicate that streamlining the demands on teachers and better utilizing available resources will improve instruction, assessment, and the meeting of diverse student needs.</p>
Causes of the Need	Objectives For Reaching the Goal
<p>A. The school strives to function as an effective learning community and supports a climate conducive to performance excellence. However, the below level and special needs students still struggle in mathematics.</p> <p>B. The school has limited community support for academics and needs to remove barriers between the school community and the families and community at large.</p> <p>C. The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. (Standard 6)</p> <p>(No surveys results indicated a need in the professional development area or Standard 6)</p>	<p>A. The school functions as an effective learning community and supports a climate conducive to performance excellence. (Standard 4)</p> <p>B. The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. (Standard 5)</p> <p>C. The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. (Standard 6)</p> <p>(No surveys results indicated a need in the professional development area or Standard 6)</p>
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1 According to the 2007 KASC fall needs assessment parents were asked to complete only 20% completed and returned the survey. (4.1.a.)</p> <p>B.1. According to the 2007 KASC fall needs assessment only 60% of parents surveyed felt that the school values academic success. (5.1.a.)</p> <p>C.1 According to the 2007 KASC surveys there were no implications for professional development. (6.1.a)</p>	<p>A.1 According to the 2008 KASC fall needs assessment survey that parents are asked to complete 50 % will complete and return the survey. (4.1.a.)</p> <p>B.1. According to the 2008 KASC fall needs assessment 50% of parents surveyed will indicate that the school values academic success. In 2009 60% of parents surveyed will indicate that the school values academic success. (5.1.a.)</p> <p>C.1 According to the 2007 KASC surveys there were no implications for professional development PD will be planned according to current school needs and new initiatives.(6.1.a.)</p>

Objective A: The school functions as an effective learning community and supports a climate conducive to performance excellence. (Standard 4)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. School leadership will appoint a Parent Involvement committee including parents and teachers to examine ways to increase parent participation and parent involvement in the school. They will examine and try to determine the lack of parent involvement.	A.1	Bristol Belcher	1/08	1/08	\$0	
A.1.b. The committee will review current council policy on parent involvement and make recommendations to school leadership and council on policy development or changes for parent involvement	A.1	Bristol Belcher	2/08	3/08	\$0	
A.1.c. The Parent Involvement committee will develop a series of activities with high parent interest to encourage parent involvement.	A.1	Shannon Lawson	4/08	5/08	\$0	
A.1.d. The Parent Involvement Committee will develop and recommend to the school council policy on parent volunteerism.	A.1	Shannon Lawson	4/08	6/08	\$0	
A.1.e. Sign in sheets and documentation will be kept on all activities that involve parents to enable the committee to determine attendance improvements.	A.1	Shannon Lawson	1/08	05/09	\$0	

Objective B: The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. (Standard 5)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. The teaching staff will work with school leadership to develop a school academic rewards system that clearly values academic success. (i.e., Academic banquet, rewards standards, honor roll standards, etc.) (5.1.c., and 4.1.j)	B.1	Principal, B. Belcher Darrell MacIntosh	1/08	3/08	\$0	
B.1.b. The school FRYSC will explore sponsoring an Academic Banquet (possibly following CATS releases in the fall) recognizing students that excel academically.	B.1	FRYSC, Susan Noe, Director	3/08	9/08	\$700	PTO/FRYSC
B.1.c The school will seek community and parental support for academic rewards for students meeting the academic rewards system indicators for academic success.	B.1	FRYSC, Susan Noe, Director	1/08	5/10	\$0	
B.1.d. The SBDM council will establish and implement after school and in-school classes (ESS). ALL students in danger of failing or not	B.1	ESS School Coordinator,	1/08	5/10	\$15480	ESS

scoring Proficient on the CATS test will be offered assistance. (5.1.d.)		K. Stephens				
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Objective C: The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. (Standard 6)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1 The school will provide professional development opportunities in the following areas: <ul style="list-style-type: none"> <li>• Kentucky Core Content V. 4.1 and Program of Studies</li> <li>• Curriculum mapping</li> <li>• Varied Research based assessments (i.e. authentic, continuous, projects &amp; performance, etc.)</li> <li>• Content specific professional development designed to enhance teacher quality and content instruction</li> <li>• Varied research based instruction strategies- Marzano, learning styles, multiple intelligences, etc.</li> <li>• Analysis of student work</li> <li>• Provide leadership opportunities for school administration (KLA, KASA, KPN, etc.)</li> <li>• Provide support for professional development designed to enhance teacher quality and content instruction.</li> </ul>	C.1	Principal, B. Belcher School PD Coordinator, Pam Lowe	08/06	10/07	\$500	Title II PD





Objective A: School instructional decisions focus on support for teacher and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. (Standard 7)

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. Leadership will encourage parents who are considering retaining a child for sports advantages to give that child an extra year in the primary to provide the child with academic advantages as well. (7.1.k.)	A.1	Principal, B. Belcher	02/08 02/09	03/08 03/09	\$0	
A.1.b. Leadership will provide continuity in the teaching of 5 <sup>th</sup> and 8 <sup>th</sup> grade PL/VIS by maintaining the same teachers and notifying them of those positions by May in order to plan ahead for class rotations. (8.1.a).	A.1	Principal	05/08 05/09	05/08 05/09	\$0	
A.1.c. Leadership will seek funding for education field trips and programs (via FRYSC and Grant Monies) that are based on the 4.1 Core Content (Ky Opera, Pine Mt. Settlement School, Court House visits, local science experts, and Kentucky Mining Museum). (8.1.a.)	A.1	FRYSC, S. Noe Principal, Bristol Belcher	08/08	05/09	\$1000	FRYSC
A.1.d. Leadership will seek funding/grant opportunities for and promote the development of an outdoor classroom and science fairs. (i.e., Pride, etc.)(8.1.a)	A.1	FRYCS Principal, Bristol Belcher & J. Hensley	08/08	05/09	\$1000	Title VI PRIDE KY Historical Society

Objective B: The school is organized to maximize use of all available resources to support high student and staff performance. (Standard 8)

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. SBDM will organize the ESS program to maximize its services to those students in need of academic improvement (i.e., low achievers, students at risk), especially in the areas of language arts and mathematics (rotating skill groups, daytime waiver, for example). (8.1.a)	B.1	SBDM, D. Roberts, ESS Coordinator, K. Stephens	05/08	05/10	\$0	
B.1.b. Leadership will schedule local persons for and plan a Career Day for students. (8.1.a)	B.1	Guidance Counselor , S. Lawson FRYSC, S.	04/08	05/08	\$300	FRYSC/Grant Monies

		Noe				
B.1.c. Leadership will seek funding for and purchase of additional projectors, promethean boards, smart boards, technologies, etc. (for the computers) for classroom use. (8.1.a.)	B.1.c.	Principal, Bristol Belcher	08/06	10/07	\$5000	Grant Source

Objective C: The school develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. (Standard 9)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. The Needs Assessment and SIP committees will collect and analyze data annually for the planning of school improvement. (9.2.a)	C.1	Guidance Counselor, S. Lawson. School SIP Manager, Pam Lowe	10/08	5/10	\$0	
C.1.b. The school leadership and SBDM Council will monitor the implementation and effectiveness of the SIP through regular updates at the council meetings as evidenced by council minutes. (9.5.c, 9.6.b)	C.1	Principal, School SIP Manager, Pam Lowe	08/08	05/09	\$0	