



Comprehensive School Improvement Plan

Lewis County Central Elementary School
Lewis County

Stacy Kidwell, Principal
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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

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

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We have a seasoned staff at Lewis County Central. We also have a mostly white, free and reduced population. Our minority numbers are very low. Our target groups are always free/reduced and students with disabilities. These categories encompass a large percentage of our students.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

One major barrier we face is the number of free/reduced students. Many of our students lack experience and exposure to the real world. As educators, we must provide as many real-life opportunities to our students as possible. We must also try to meet the basic needs of students from low income homes.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Central

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

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

OR

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

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

Goal 1:

At Central Elementary School will increase the percentage of effective certified staff from 75% in 2015 to 100% in 2020. Data to be determined in 2015.

Measurable Objective 1:

collaborate to maintain the number of principals proficient in determining the level of teacher effectiveness. by 07/01/2014 as measured by Teachscape certifications..

Strategy1:

Certification - Principals and Assistant Principals will work through Teachscape modules.

Category:

Research Cited:

Activity - Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam.	Career Preparation/ Orientation	03/01/2013	07/01/2015	\$500 - Title I Part A	Principal/ Assistant Principal

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

ALL LCCE teachers/staff

Principal- Stacy Kidwell

Assistant Principal- Emily Marshall

Counselor- Tonya Robinson SBDM Council:

Sarah Porter- parent

Mandy Horsley- parent

Sara Gullett- teacher

Daniel Gullett- teacher

Tony Rizzo- teacher

FRC Coordinator- Mike Kennedy

Relationship Building

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 2.29

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

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.17

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.67

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

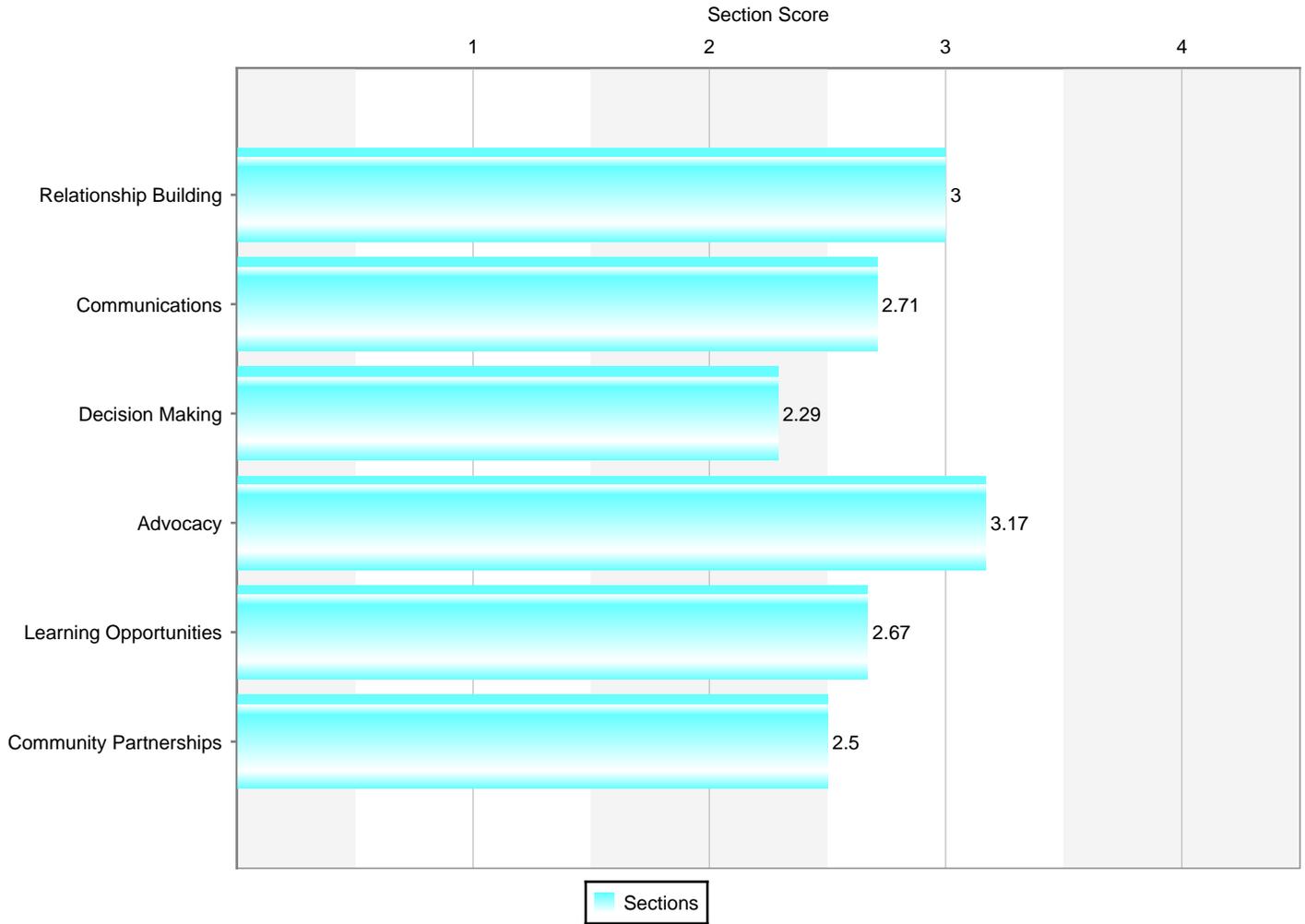
Areas of strength noted were LCCE is a welcoming school, the school invites parents to participate in school activities on a regular basis, and the school communicates in a variety of ways with parents (newsletters, website, Class Dojo, etc.).

Areas that need in improvement include creating a more systematic approach to parent communication, more specific feedback to parents, more community involvement, more parent training, and building leadership capacity with our parents.

We continue to look for ways to increase participation among parents, find innovative ways to communicate with parents and to make LCCE an even more inviting place. Plan for improvement include providing more training to parents on academic areas as well as building leadership capacity with our parents by providing more leadership training. Developing a more systematic approach to parental involvement and encouraging more participation in student achievement data analysis and school improvement planning. We will also work to develop more community partnerships.

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.

Process used to engage a variety of stakeholders in the development of the institution's improvement plan:

Stakeholders to participate in the improvement plan process were determined by school level leaders and teachers. These groups determined that parents, support staff, and teachers must all take part in the planning of our improvement plan in order to establish buy-in and accountability.

Step One:

Student achievement data was analyzed by teachers during grade level meetings and faculty meetings. This data included TELL Survey data, MAP data, Program Review Data and KPrep data.

To complete the Needs assessment portion, teachers were divided into content teams to identify strengths, weaknesses, and trends across grade levels. These findings were shared with the entire group at the conclusion of the data meeting.

Step Two:

School level administration shared goals of the improvement plan with teachers and requested feedback/suggestions.

School level administration shared goals of the improvement plan with SBDM council and requested feedback/suggestions.

Suggestions and feedback were discussed and implemented into the revision of the plan.

Step Three:

Draft copy of the plan was provided to teachers and support staff at the school.

Draft copy of the plan was available for parent suggestions at the December PTO meeting and was also posted to the school website for feedback.

Draft copy of the plan was presented and approved by the SBDM council at the December meeting.

Meetings to discuss the development of the plan were scheduled to best fit the needs of all stakeholders. Meetings were during and after school for teachers and support staff. Meetings were after school for parent groups and SBDM members. For the convenience of busy working stakeholders, the plan was available online for comments and suggestions.

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

Stakeholder groups:

SY 2016-2017

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All teachers (P-5)

Parent organization

Support Staff

Responsibilities:

Teachers- completed data analysis for Needs Assessment, discussed current goals and provided feedback for any needed changes.

SBSBDM members

SDM members- Reviewed current goals and provided feedback/suggestions for changes after reviewing MAP and KPrep data.

Support staff- Reviewed current goals and plans in order to provide feedback/suggestions for changes.

Parent Organization- Reviewed current goals and plans in order to provide feedback/suggestions for changes

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 was communicated in several ways to stakeholders. A draft version was made available to all teachers and staff at LCCE. This draft was also made available to parents in the front office, school website, and PTO meeting.

Stakeholders will receive monthly monitoring checks to ensure the implementation of the plan. These checks will be provided by school level administration to school staff, parents, and SBDM Council members.

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:

Overall 2016

69.7

Met AMO

Program Review:

- 23.0 in 2016

Gap Points over Two Years:

Reading- Increase of 0.9

Math- Increase of 6.8

Social Studies- Decrease of 1.4

Writing- Decrease of 12.8

Language Mechanics- Increase of 0.8

Achievement points over Two Years:

Reading- Increase of 7.1

Math- Increase of 7

Social Studies- Increase of 7

Writing- Increase of 2.9

Language Mechanics- Decrease of 7.8

2015 to 2016 Learner Points

Achievement: 57.9 to 63.3

Gap 32.3 to 34

Growth 41.0 to 59.8

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:

Reading:

Increased percentage of distinguished students from 7.3 to 14.4

Reduced percentage of novice students from 39.3 to 31.6

Math:

Increased percentage of proficient students from 20.4 to 30.2

Reduced percentage of novice students from 31.1 to 24.2

Social Studies:

Increased percentage of distinguished students from 20.8 to 23

Reduced percentage of novice students from 12.5 to 6.6

Writing:

Increased percentage of distinguished students from 4.2 to 8.2

Reduced percentage of novice students from 22.2 to 13.1

Language Mechanics:

Increased percentage of distinguished students from 17.5 to 23.9

Actions to sustain:

- Continue daily use of RTI
- Weekly ESS sessions
- Daily use of Do the Math, Go Math, LEXIA, Reading Plus
- Daily focus on the standards
- Following district developed pacing guides
- Continued use of MAP assessment
- District wide multiplication fluency check

Opportunities for Improvement

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

OPPORTUNITIES FOR IMPROVEMENT

READING:

In addition to Success Time each day (where Rtl instruction is provided as an addition to core), we will provide homework assistance and ESS. During ESS and Success Time, we will target reading interventions using programs such as Quick Reads, Lexia, and the Reading Street Rtl Toolkit. Intervention groups have been identified and have been fluid since the beginning of the school-year. Instructors of these groups use the programs aforementioned, to provide small group instruction to students struggling with reading skills as identified by KPREP results, MAP, and classroom data. In addition to the classroom teacher providing interventions, instructional assistants are assigned groups of students to work with for Rtl. The core reading program K-3 is being delivered using the Reading Street program with fidelity and monitoring student learning of standards to the district pacing guide that is aligned to the NCCSS.

Teachers provide timed assessments in grades 3-5 that are of appropriate length and rigor as compared to KPREP.

MATH:

Due to the large number of students scoring novice in mathematics, the master schedule was created to have Success Time for a minimum of thirty minutes per day for math as well as reading this year. In addition to increasing time for intervening in math, personnel has been assigned and students have been ability grouped by KPREP ESS to, MAP and classroom data to receive instruction from the intervention program in GO MATH. Students are provided time during Success Time and receive instruction from their classroom teacher, or instructional assistants on skills they have not mastered based upon assessment results. Core instruction is provided with the GO MATH curriculum in all grades and. Teachers are creating and using KPREP-like assessments that are timed when given and have an appropriate number of short or extended responses for students to increase their writing in math skills. Grade level meetings each week focus on grading assessments of student work as a team and providing the teacher with assistance as to appropriate next steps for instruction. Fact fluency is assessed and progress is noted at grade level meetings each month, as well, in efforts to improve student learning of basic math facts. Daily Fluency checks are used weekly to improve student math fluency and content.

LANGUAGE:

Competition, goal setting and more frequent monitoring of student progress has been the focus for improving student language mechanic skills. Teachers are trying a variety of these techniques with their classes, across all subjects and success is evident in the analysis of student work done each week at grade level meetings. The use of Angela Hilterbrand strategies across the building is contributing to instruction practices of our teachers.

WRITING:

The school/district have acquired the professional development services of Angela Hilterbrand, including on-site visits, to help increase writing scores across the district. English/Language Arts teachers are attending professional development training and are bringing those strategies back to their classroom. Administration is ensuring faithful implementation through monitoring of teacher usage and progress monitoring of student achievement.

Teachers are expected to have writing opportunities at least daily in every subject.

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.The school writing plan has been revised to align with NCCSS and the KPREP assessment. Writing opportunities have increased across the school in all subjects. Students are expected to write in every subject daily as monitored through CIITS lesson plans. Third grade has one hour of writing/language daily.

(2) PROGRAM REVIEW

Efforts have been made this school-year to improve this process and to increase the quantity of quality pieces by having certified staff as experts in Program Review fields to upload evidence for their areas, monitor the quality and quantity being provided and to work individually with teachers in each grade as to what to teach and submit for uploading. Quality has been a greater focus this year for the program review as opposed to last year's evidence because the Program Review team is explicitly training teachers of what the demonstrators are asking for to meet Proficient and the team is providing resources to support, such as rubrics, content standards, assessments and instructional tools. Further work will be done in the spring semester to increase the quality and quantity of evidence in weaker areas such as dance, careers and consumerism through intentional efforts provided by Mr. Gullett (the physical education teacher) to monitor evidence and share resources with the teachers. The program review team will increase in size to monitor and provide more assistance to teachers for the writing and K-3 program review, adding certified staff to the team that helped with those areas last year. The efforts are to balance the evidence on the wiki to show a variety of evidence from teachers within and across all grades and subjects. The needs assessment done from the previous year's scores showed that Central needed to increase the quality of evidence for parental and community involvement and students working on 21st century critical thinking skills across all program reviews. The program review team is prioritizing these areas as they are working with teachers to get evidence for their areas of the program review. We are also following the District Pacing Guide for Program Review.

(3) TELL SURVEY

An area for growth on the TELL survey is making teachers feel more comfortable raising issues and concerns with leadership. We are seeking to provide more opportunities for teachers to be involved in decision making and hope to increase that score from 58% to 70% by 2017.

Conclusion

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

The following are strategies in place and concerns we have that will be a focus for the remaining of the school-year:

- Following district developed pacing guides with a focus on mastery
- Increase the opportunities for students to complete timed reading passages of appropriate length
- Use of CIITS to create lesson plans and standards based assessments
- Lexia: Providing needed time on the program and teaching necessary lessons for enrichment/intervention.
- Assure Rtl intervention groups for reading and math are meeting the needs of the students listed above (as well as others) and are being taught/meeting consistently.
- Maintain our commitment to math fluency and mastery of Fry words for the grade-level
- Continue monitoring and increasing the quality of evidence in the Program Review (especially in the area of Writing and Practical Living/Vocational Studies)
- Consistently meet as professional learning communities to analyze student work samples, set goals and monitor student progress as a class and a grade.
- Continued use of IXL math for filling in content gaps or practicing skills
- Maintain building technology, structural, cleanliness needs
- Be creative in the personnel resources to reduce the teacher to student ratio in large classrooms

Our school has made great strides to improve already this year and will continue to focus on the strategies that helped to increase the test scores from 2011-12 to present. With the dedication of the staff at Central and the connections they make with students, it is very likely that this year's state test results for KPREP and the Program Review will meet the school goal of a total score..

Plan for Comprehensive School Improvement Plan 2016-2017

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-2017

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	Increase the averaged combined reading and math K-Prep scores for Lewis County Central Elementary from 39.9 in 2015 to 59.9 in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Increase the averaged combined reading and math K-Prep scores for the non-duplicated gap group at Lewis County Central Elementary from 32.6 in 2015 to 55.1 in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1500
3	Students, staff, and stakeholders will utilize instructional and productivity software for intervention, enrichment, planning, assessment, and enhanced communication/parent involvement.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$13000
4	Increase awareness, increase student opportunities, and improve achievement in writing, arts/humanities, and practical living/career studies as demonstrated through the Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the percent of students scoring proficient/distinguished in on demand writing to 50%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Increase the overall percentage of positive responses on the TELL Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	All children entering kindergarten at Lewis County Central Elementary will be ready to engage in and benefit from early learning experiences that best promote each child's success.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	At Central Elementary School will increase the percentage of effective certified staff from 75% in 2015 to 100% in 2020. Data to be determined in 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
9	Decrease the number of students scoring novice in both math and reading by 50% as measured by KPREP.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

Goal 1: Increase the averaged combined reading and math K-Prep scores for Lewis County Central Elementary from 39.9 in 2015 to 59.9 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.9 to 53.2 by 05/31/2017 by 05/30/2014 as measured by K-Prep.

Strategy 1:

Core Program Effectiveness- - Appropriate teachers from each content area and school leadership will meet with a district team in order to update, revise and refine pacing guides annually to assure that they are congruent with state standards.

Category:

Research Cited: Instruction must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments/ teams/ grade level groups will meet regularly to revise assessmant instruments to ensure congruence of classroom assessment to state standards. Teams will also exammine assessments for timing considerations, length, complexity, and level of rigor. Teams will alos examine resultant student work and compare to grade samples.	Policy and Process	01/04/2016	12/01/2016	\$0	No Funding Required	Teachers and Building/District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and/ or district administrators will onitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessmants, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers and Building/District Administrators

Activity - Advanced Learning Oppurtunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to accelerated learning oppurtunities such as multi age grouping and individual access to e-learning and blended learning opportunities. Student success in accelerated oppurtunities will increase.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Specified teahers and building administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers, Building Administrator s, District Administrator s
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Goal 2: Increase the averaged combined reading and math K-Prep scores for the non-duplicated gap group at Lewis County Central Elementary from 32.6 in 2015 to 55.1 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 32.6 to 47.6 by 05/01/2017 as measured by K-Prep.

Strategy 1:

RTI/KSI - Using state test results, universal and diagnostic screeners; the school will identify areas for academic growth for all students. The school will provide appropriate, needs -based interventions on a regular basis. Student progress will be monitored to determine efficacy of intervention and further instructional needs.

Category:

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will administer universal and diagnostic screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs in order to decrease the gap in subgroups.	Academic Support Program	10/12/2015	10/10/2016	\$1500	Other	Teachers and Building/District Administrator s

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data from assessments, the school will determine large areas of need within Tier 1. A team will meet to determine curricular or instructional gaps for weaknesses and develop plans to address the areas of need.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers and Building/District Administrator s

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop plans for Tier II and Tier III intervention services. A team will consider scheduling options and instructional resources available.	Academic Support Program	12/14/2015	12/16/2016	\$0	No Funding Required	Teachers and Building/Administrators

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Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention team will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI/KSI based on data, if needed.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers, Paraeducators, Instructional Coach, Building and District Administrators

Goal 3: Students, staff, and stakeholders will utilize instructional and productivity software for intervention, enrichment, planning, assessment, and enhanced communication/parent involvement.

Measurable Objective 1:

collaborate to increase educational technology use by all stakeholders so that communication is improved, student diagnostic testing and remediation are more reliable, teaching plans and assessments are more rigorous and transparent, by 05/26/2017 as measured by CIITS, LEXIA, Parent Survey, etc..

Strategy 1:

Parent & Community Involvement - School staff will implement steps to better inform parents and community about educational resources available; how to use the school website to locate educational/school information, opportunities for volunteering, and to increase communications on date and time of school activities/functions.

Category:

Activity - Parent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide stakeholders/parents with various training sessions on how to use the school website and internet to check grades from home, learn about volunteering opportunities at our school, learn the date and time of school events, locate educational resources such as specific strategies on how to work with their children at home, and programs they can log into from home. Specific topics and strategies will be scheduled on a monthly basis to be carried out at each PTO Meeting.	Parent Involvement	01/04/2016	05/19/2017	\$0	No Funding Required	Teachers and Building Administration

Strategy 2:

MAP Screening - School staff will administer MAP screeners 3 times annually to determine program (curriculum and instructional) effectiveness and to aid in instructional grouping for KSI.

Category:

Comprehensive School Improvement Plan

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Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To utilize MAP screeners to diagnose both program and individual weaknesses.	Technology	01/04/2016	05/01/2017	\$8000	School Council Funds	Teachers, Paraeducators, and Building Administration

Strategy 3:

Student diagnostics - Students will take diagnostic assessments online, such as Lexia , to determine areas of strength and weakness in core subject areas. Teachers will assign tutorials and activities, will progress monitor, and review/revise student progress toward skill mastery.

Category: Continuous Improvement

Activity - Individualized Instruction (digital)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based upon need.	Technology	01/04/2016	05/26/2017	\$5000	State Funds	paraeducators, teachers, and School Administration

Goal 4: Increase awareness, increase student opportunities, and improve achievement in writing, arts/humanities, and practical living/career studies as demonstrated through the Program Review

Measurable Objective 1:

collaborate to implement an effective process for gathering, reviewing, and tracking demonstrators for a Proficient Program Review by 05/30/2014 as measured by K-Prep.

Strategy 1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses and choose specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM Council for recommendations and approval. Between each review, schools will work to strengthen chosen indicators and characteristics, then evaluate at the next internal review.

Category: Stakeholder Engagement

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions.	Policy and Process	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers and School Administrators

Goal 5: Increase the percent of students scoring proficient/distinguished in on demand writing to 50%.

Measurable Objective 1:

demonstrate a proficiency in writing by increasing the percent of students scoring proficient/distinguished in on demand writing to 50% by 5/29/15 as measured by KPrep. by 05/26/2017 as measured by K-Prep.

Strategy 1:

Writing Effectiveness - All third through fifth grade teachers will attend trainings and collaborate with A. Hilterbrand to implement effective writing strategies to increase student achievement.

Category: Continuous Improvement

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third through fifth grade writing teachers will implement strategies provided by A. Hilterbrand.	Policy and Process	01/04/2016	05/01/2017	\$0	No Funding Required	Third grade teachers and Building/District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third through fifth grade teachers will meet weekly to discuss implementation of writing strategies and to analyze student work to determine next steps in the writing improvement process.	Policy and Process	01/05/2015	06/01/2016	\$0	No Funding Required	Third Grade Teachers and Building/District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and/or District Administrators will monitor the use of A. Hilterbrand writing strategies.	Policy and Process	01/05/2015	06/01/2016	\$0	No Funding Required	Building and/or District Administrators

Goal 6: Increase the overall percentage of positive responses on the TELL Survey

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Measurable Objective 1:

collaborate to increase the overall percentage of "agree" responses on the Tell Survey from 79.7% to 90% by 05/26/2017 as measured by TELL Survey Results.

Strategy 1:

Analyzing data - Certified staff and administration will analyze data from the most recent Tell Survey in order to determine the perception of critical teaching and learning conditions within our school in order to support sound educational policies and practices.

Category:

Research Cited: TELL Kentucky website

Activity - After school analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will meet as needed to analyze data from the most recent TELL Survey to determine areas in need of improvement. Policy and practices will be adjusted in order to ultimately improve K-Prep scores by changing the school climate.	Policy and Process	05/19/2017	05/26/2017	\$0	No Funding Required	Certified staff and building administration

Goal 7: All children entering kindergarten at Lewis County Central Elementary will be ready to engage in and benefit from early learning experiences that best promote each child's success.

Measurable Objective 1:

collaborate to provide environments and developmental experiences that promote growth and learning to ensure that all children enter our school excited and ready to learn by 05/26/2017 as measured by preschool and headstart screeners.

Strategy 1:

Community Collaboration - Families, early care and education providers, school staff and community partners will work together to develop areas of school readiness and choose a common screener to assess areas of readiness.

Category:

Research Cited: KDE Website (Governor's Task Force on Early Childhood Development and Education)

Activity - Community partner planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with families, early care providers, education providers and community partners to make a plan of how to best ensure the development of 5 areas of school readiness: Approaches to Learning, Health and Physical Well-being, Language/Communication Development, Social/Emotional Development, and Cognitive/General Knowledge and choose a common screening instrument to be used with all children	Community Engagement	01/04/2016	06/01/2017	\$0	No Funding Required	Preschool teachers, kindergarten teachers, building administration

Goal 8: At Central Elementary School wil increase the percentage of effective certified staff from 75% in 2015 to 100% in 2020. Data to be detemined in 2015.

Measurable Objective 1:

collaborate to maintain the number of principals proficient in determining the level of teacher effectiveness. by 07/01/2014 as measured by Teachscape certifications..

Strategy 1:

Certification - Principals and Assistant Principals will work throug Teachscape modules.

Category:

Activity - Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam.	Career Preparation/Orientation	03/01/2013	07/01/2015	\$500	Title I Part A	Principal/Assistant Principal

Goal 9: Decrease the number of students scoring novice in both math and reading by 50% as measured by KPREP.

Measurable Objective 1:

A 50% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency reduce the number of novice scores in Reading and Math. in Reading by 09/25/2017 as measured by KPREP scores.

Strategy 1:

Diagnostic and Individual Instructional Programming - Students will take diagnostic assessments online, such as Lexia and IXL, to determine areas of strength and weakness in core subject areas. Teachers will assign tutorials and activities, will progress monitor, and review/revise student progress toward skill mastery.

Category:

Activity - Individualized Instruction (digital)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based upon need.	Technology	09/10/2012	05/26/2017	\$5000	State Funds	paraeducators, teachers, and School Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	To utilize MAP screeners to diagnose both program and individual weaknesses.	Technology	01/04/2016	05/01/2017	\$8000	Teachers, Paraeducators, and Building Administration
Total					\$8000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Instruction (digital)	Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based upon need.	Technology	01/04/2016	05/26/2017	\$5000	paraeducators, teachers, and School Administration
Individualized Instruction (digital)	Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based upon need.	Technology	09/10/2012	05/26/2017	\$5000	paraeducators, teachers, and School Administration
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Training	Provide stakeholders/parents with various training sessions on how to use the school website and internet to check grades from home, learn about volunteering opportunities at our school, learn the date and time of school events, locate educational resources such as specific strategies on how to work with their children at home, and programs they can log into from home. Specific topics and strategies will be scheduled on a monthly basis to be carried out at each PTO Meeting.	Parent Involvement	01/04/2016	05/19/2017	\$0	Teachers and Building Administration

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Curriculum and Assessment Fidelity	All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	01/04/2016	12/16/2016	\$0	Teachers, Building Administrators, District Administrators
Interventions	An intervention team will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI/KSI based on data, if needed.	Academic Support Program	01/04/2016	12/16/2016	\$0	Teachers, Paraeducators, Instructional Coach, Building and District Administrators
Matrix Development, Implementation and Monitoring	All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions.	Policy and Process	01/04/2016	12/16/2016	\$0	Teachers and School Administrators
Community partner planning	Meet with families, early care providers, education providers and community partners to make a plan of how to best ensure the development of 5 areas of school readiness: Approaches to Learning, Health and Physical Well-being, Language/Communication Development, Social/Emotional Development, and Cognitive/General Knowledge and choose a common screening instrument to be used with all children	Community Engagement	01/04/2016	06/01/2017	\$0	Preschool teachers, kindergarten teachers, building administration
Curriculum and Assessment Fidelity	Third through fifth grade teachers will meet weekly to discuss implementation of writing strategies and to analyze student work to determine next steps in the writing improvement process.	Policy and Process	01/05/2015	06/01/2016	\$0	Third Grade Teachers and Building/District Administrators
Curriculum and Assessment Fidelity	Building and/ or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	01/04/2016	12/16/2016	\$0	Teachers and Building/District Administrators
After school analysis	Certified staff will meet as needed to analyze data from the most recent TELL Survey to determine areas in need of improvement. Policy and practices will be adjusted in order to ultimately improve K-Prep scores by changing the school climate.	Policy and Process	05/19/2017	05/26/2017	\$0	Certified staff and building administration

Comprehensive School Improvement Plan

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Intervention	Based on data from assessments, the school will determine large areas of need within Tier 1. A team will meet to determine curricular or instructional gaps for weaknesses and develop plans to address the areas of need.	Academic Support Program	01/04/2016	12/16/2016	\$0	Teachers and Building/District Administrators
Advanced Learning Opportunities	All students will have access to accelerated learning opportunities such as multi age grouping and individual access to e-learning and blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	01/04/2016	12/16/2016	\$0	Specified teachers and building administrators.
Curriculum and Assessment Fidelity	Departments/ teams/ grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessment to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Teams will also examine resultant student work and compare to grade samples.	Policy and Process	01/04/2016	12/01/2016	\$0	Teachers and Building/District Administrators
Intervention	Develop plans for Tier II and Tier III intervention services. A team will consider scheduling options and instructional resources available.	Academic Support Program	12/14/2015	12/16/2016	\$0	Teachers and Building/Administrators
Curriculum and Assessment Fidelity	Building and/or District Administrators will monitor the use of A. Hilterbrand writing strategies.	Policy and Process	01/05/2015	06/01/2016	\$0	Building and/or District Administrators
Curriculum and Assessment Fidelity	All third through fifth grade writing teachers will implement strategies provided by A. Hilterbrand.	Policy and Process	01/04/2016	05/01/2017	\$0	Third grade teachers and Building/District Administrators
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	The school will administer universal and diagnostic screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs in order to decrease the gap in subgroups.	Academic Support Program	10/12/2015	10/10/2016	\$1500	Teachers and Building/District Administrators
Total					\$1500	

Title I Part A

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

Lewis County Central Elementary School

Teachscape	Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam.	Career Preparation/Orientation	03/01/2013	07/01/2015	\$500	Principal/Assistant Principal
					Total	\$500

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 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.	

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

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

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	The school planned and developed schoolwide research based instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	

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

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	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.	

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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	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.	

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

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

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	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	

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	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	

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

Comprehensive School Improvement Plan

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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	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	

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	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.	

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

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	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	

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	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities	

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	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	

Comprehensive School Improvement Plan

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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, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	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	

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	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process	

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	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	

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	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	

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

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	The school notifies parents when their child (ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	

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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	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.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	The 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.	

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	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.	

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	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.	

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	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.	

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	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	

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

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

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:

Increase the overall percentage of positive responses on the TELL Survey

Measurable Objective 1:

collaborate to increase the overall percentage of "agree" responses on the Tell Survey from 79.7% to 90% by 05/26/2017 as measured by TELL Survey Results.

Strategy1:

Analyzing data - Certified staff and administration will analyze data from the most recent Tell Survey in order to determine the perception of critical teaching and learning conditions within our school in order to support sound educational policies and practices.

Category:

Research Cited: TELL Kentucky website

Activity - After school analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will meet as needed to analyze data from the most recent TELL Survey to determine areas in need of improvement. Policy and practices will be adjusted in order to ultimately improve K-Prep scores by changing the school climate.	Policy and Process	05/19/2017	05/26/2017	\$0 - No Funding Required	Certified staff and building administration

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Lewis County Central Elementary from 39.9 in 2015 to 59.9 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.9 to 53.2 by 05/31/2017 by 05/30/2014 as measured by K-Prep.

Strategy1:

Core Program Effectiveness- - Appropriate teachers from each content area and school leadership will meet with a district team in order to

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update, revise and refine pacing guides annually to assure that they are congruent with state standards.

Category:

Research Cited: Instruction must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments/ teams/ grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessment to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Teams will also examine resultant student work and compare to grade samples.	Policy and Process	01/04/2016	12/01/2016	\$0 - No Funding Required	Teachers and Building/District Administrators

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to accelerated learning opportunities such as multi age grouping and individual access to e-learning and blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Specified teachers and building administrators.

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building and/ or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers and Building/District Administrators

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

Goal 1:

All children entering kindergarten at Lewis County Central Elementary will be ready to engage in and benefit from early learning experiences that best promote each child's success.

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Measurable Objective 1:

collaborate to provide environments and developmental experiences that promote growth and learning to ensure that all children enter our school excited and ready to learn by 05/26/2017 as measured by preschool and headstart screeners.

Strategy1:

Community Collaboration - Families, early care and education providers, school staff and community partners will work together to develop areas of school readiness and choose a common screener to assess areas of readiness.

Category:

Research Cited: KDE Website (Governor's Task Force on Early Childhood Development and Education)

Activity - Community partner planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with families, early care providers, education providers and community partners to make a plan of how to best ensure the development of 5 areas of school readiness: Approaches to Learning, Health and Physical Well-being, Language/Communication Development, Social/Emotional Development, and Cognitive/General Knowledge and choose a common screening instrument to be used with all children	Community Engagement	01/04/2016	06/01/2017	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, building administration

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

Goal 1:

All children entering kindergarten at Lewis County Central Elementary will be ready to engage in and benefit from early learning experiences that best promote each child's success.

Measurable Objective 1:

collaborate to provide environments and developmental experiences that promote growth and learning to ensure that all children enter our school excited and ready to learn by 05/26/2017 as measured by preschool and headstart screeners.

Strategy1:

Community Collaboration - Families, early care and education providers, school staff and community partners will work together to develop areas of school readiness and choose a common screener to assess areas of readiness.

Category:

Research Cited: KDE Website (Governor's Task Force on Early Childhood Development and Education)

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Activity - Community partner planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with families, early care providers, education providers and community partners to make a plan of how to best ensure the development of 5 areas of school readiness: Approaches to Learning, Health and Physical Well-being, Language/Communication Development, Social/Emotional Development, and Cognitive/General Knowledge and choose a common screening instrument to be used with all children	Community Engagement	01/04/2016	06/01/2017	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, building administration

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

Goal 1:
Increase the averaged combined reading and math K-Prep scores for Lewis County Central Elementary from 39.9 in 2015 to 59.9 in 2017.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.9 to 53.2 by 05/31/2017 by 05/30/2014 as measured by K-Prep.

Strategy1:
Core Program Effectiveness- - Appropriate teachers from each content area and school leadership will meet with a district team in order to update, revise and refine pacing guides annually to assure that they are congruent with state standards.
Category:
Research Cited: Instruction must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments/ teams/ grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessment to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Teams will also examine resultant student work and compare to grade samples.	Policy and Process	01/04/2016	12/01/2016	\$0 - No Funding Required	Teachers and Building/District Administrators

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Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building and/ or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers and Building/District Administrators

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to accelerated learning opportunities such as multi age grouping and individual access to e-learning and blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Specified teachers and building administrators.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for the non-duplicated gap group at Lewis County Central Elementary from 32.6 in 2015 to 55.1 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 32.6 to 47.6 by 05/01/2017 as measured by K-Prep.

Strategy1:

RTI/KSI - Using state test results, universal and diagnostic screeners; the school will identify areas for academic growth for all students. The school will provide appropriate, needs -based interventions on a regular basis. Student progress will be monitored to determine efficacy of intervention and further instructional needs.

Category:

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will administer universal and diagnostic screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs in order to decrease the gap in subgroups.	Academic Support Program	10/12/2015	10/10/2016	\$1500 - Other	Teachers and Building/District Administrators

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop plans for Tier II and Tier III intervention services. A team will consider scheduling options and instructional resources available.	Academic Support Program	12/14/2015	12/16/2016	\$0 - No Funding Required	Teachers and Building/Administrators

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention team will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI/KSI based on data, if needed.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers, Paraeducators, Instructional Coach, Building and District Administrators

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data from assessments, the school will determine large areas of need within Tier 1. A team will meet to determine curricular or instructional gaps for weaknesses and develop plans to address the areas of need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers and Building/District Administrators

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase awareness, increase student opportunities, and improve achievement in writing, arts/humanities, and practical living/career studies as demonstrated through the Program Review

Measurable Objective 1:

collaborate to implement an effective process for gathering, reviewing, and tracking demonstrators for a Proficient Program Review by 05/30/2014 as measured by K-Prep.

Strategy1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses and choose specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM Council for recommendations and approval. Between each review, schools will work to strengthen chosen SY 2016-2017

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indicators and characteristics, then evaluate at the next internal review.

Category: Stakeholder Engagement

Research Cited:

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions.	Policy and Process	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers and School Administrators

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?

Lewis County Central Elementary is a rural school that serves students in preschool through fifth grade and has an enrollment of approximately 500 students. In addition to our 19 classroom teachers, the school has two preschool teachers, four special education teachers, full time physical education teacher, full time art teacher, a school nurse, and a part time librarian. Our administration team is made up of a principal, assistant principal, FRC coordinator and counselor. All classrooms have interactive whiteboards, projectors, and document cameras. Ongoing technology training is being provided to our staff to keep them updated on the latest changes in technology. Our school currently has two computer labs with access twice a week per classroom. Our school is located along the Ohio River and is easily accessed by the Double A Highway. Central Elementary is one of four elementary schools in the Lewis County School System. Lewis County Central Elementary is located in the city of Vanceburg, the county seat. Vanceburg, itself, has a population of 1830; Lewis County, in total, has a population of 13,870. The community has not experienced any notable changes within the last three years. Our school, however, has experienced some notable change. Student enrollment has fluctuated somewhat; the staff has changed or turned over more significantly--administration has changed three times since the 2009-10 school year, and due to retirement and fluctuation in enrollment, we have fewer teachers.

We have many challenges to face within our community. Thirty one percent of the population has a median income below the poverty line; over forty percent of Lewis County residents receive government assistance. The unemployment rate for the county is approximately 18%. It can also be noted that the county experiences high incidences of drug and alcohol abuse. According to a Kentucky State Police report, there were 778 drug arrests in 2010. Regardless of our challenges, we believe a good education is essential for the future success of our citizens. We are dedicated to decreasing the number of students scoring novice and reducing the achievement gaps in academic performance so that every child is college and career ready upon graduation.

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 Statement- The purpose of Lewis County Central Elementary is to promote a learner-centered education in a cheerful, pleasant atmosphere. We are working toward our goals by encouraging students to develop artistically, academically, physically, socially and emotionally; fostering a lifelong desire to learn. The vision of LCCE is for our students to be on grade level, achieve one year's growth and be college and career ready.

LCCE uses research based reading (Scott Foresman) and math (Math Trailblazers/ Math Innovations) programs to provide students with access to the new Common Core academic Standards. Pacing guides tied to the Common Core Academic Standards are used in all classrooms with teachers providing daily learning targets that come from the standards. We analyze data frequently and make changes as needed in instruction. We use MAP three times per year to monitor student skill levels and progress. Student's are assigned to intervention groups based on RTI scores and recommendations. Based on the triangulation of assessment data (K-Prep, MAP, Lexia, fluency checks,etc.) we strive to meet the individual needs of our students. LCCE involves the community with monthly School Based Council meeting, PTO, and annual Title 1 meetings. We also post our School Report Card on our website and make hard copies available to anyone who asks. We are also a LEADER IN ME school that promotes character education and leadership development among students.

Notable Achievements and Areas of Improvement

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

We have had many notable achievements in our school over the last three years. We have developed and implemented the use of pacing guides aligned with the Kentucky Core Academic Standards across the curriculum in each grade level. We have participated in quality professional development based on the work of our District Leadership Network. We have implemented the Kentucky System of Interventions (KSI). Last year' K-Prep scores show that we are classified as a Needs Improvement School.

We are now a LEADER IN ME school that promotes character education through Covey's Seven Habits of Happy Kids. We are developing a culture of student leadership through our daily school activities.

Not only have we purchased traditional instructional resources, but all our classrooms have interactive white boards, document cameras, projectors and slates to support student learning. In addition, we have recently added a second computer lab located in the school library.

Our test scores have increased over the last testing cycle but we had big improvements in On Demand writing and scored well in Social Studies. We want to improve the monitoring of teaching and learning in a consistent, data-driven manner. We want to continue the refinement of pacing guides to ensure alignment with KCAS. We want to improve and refine reading, math and behavior interventions. Our overall goal is to empower students with the skills, knowledge and dispositions necessary to reach proficiency.

Additional Information

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

Lewis County Central Elementary School (LCCE) prides itself each day in doing the very best job to meet the academic and personal needs of all of our students. We care about the whole child and not just the test score. No matter how well we do, we will strive to get better and go above and beyond our students.

We do, however, face major challenges that include: implementation of new instructional and technology programs, state mandates(Program review ,CIITS, ASSIST, TPGES), staff turnover, funding cuts, a greater influx of low income housing and little to no employment opportunities for families living in our area. We have 74% of our students on free/reduced lunch. We also have 9% of our students who receive special education services.

To address these challenges we adopted a county-wide reading and math program, county-wide pacing guides/ learning targets, use of outside consultants to provide expert training, participation in the Early Learning Leadership Network, intervention groups in reading and math. It should also be noted that our dedicated teachers put in many hours beyond the school day and spend their own money looking for ways to help our students reach their full potential.