# Comprehensive School Improvement

# Plan

# West Point Elementary School

## West Point Independent

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# TABLE OF CONTENTS

## Phase I - Needs Assessment

## West Point CSIP 16-17

## Phase II - KDE Assurances - Schools

## Phase II -  KDE Compliance and Accountability - Schools

**Executive Summary**

# Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

# Phase I - Equitable Access to Effective Educators School Diagnostic

# Introduction

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

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

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

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

## Equitable Access to Effective Educators - School

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

**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.**

Being such a small and isolated school, we typically have a very small applicant pool for each position; and therefore, must hire the best people we can for every position we have in the school. Even though we are able to attract quality teachers, we find that many of the younger ones move to teach at schools that are closer to their homes in districts that are capable of paying more than us.

**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.**

Our biggest barriers to attracting and keeping quality educators relate to the school's geographic isolation and low SES of the community. All but one of our teachers drive at least 15 miles to work each day. West Point is geographically isolated from the surrounding communities by Fort Knox. This coupled with the fact that West Point is in a flood plain has resulted in the community becoming economically impoverished. Low property values prevent us from offering salaries that are competitive with surrounding districts. Consequently, we often lose many of our younger teachers to surrounding schools that are closer to their homes and pay more than we are capable of paying.

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

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

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

**OR**

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

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

**Goal 1:**

West Point will improve access to highly qualified personnel to fill vacancies.

**Measurable Objective 1:**

collaborate to increase the number of highly qualified applicants for vacancies by 06/30/2017 as measured by the number of applicants for each available position.

**Strategy1:**

Widen Search Net - In addition to utilizing KEPS, we will employ additional means of finding potential employees in order to widen our search net for qualified candidates for each vacancy.

Category: Human Capital Management

Research Cited: Research indicates that utilizing multiple means for searching for potential candidates will yield better results than just relying on one source to find qualified candidates.

| Activity - Networking | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| The principal will utilize contacts within various educational institutions (both public and postsecondary) to find highly qualified candidates for vacancies within the school. | Recruitment and Retention | 08/04/2014 | 06/30/2017 | $0 - No Funding Required | 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?**

Information relative to the Missing Piece diagnostic was collected from numerous people in the school and community. The principal, FRYSC, the RTI/special education director, the ESS coordinator, and the entire faculty and staff of West Point. In addition, information regarding the diagnostic was sought from the mayor, police chief, fire chief, a town council member, school board members, volunteers, a parent of our ESL students, our Communicare counselor, members of the West Point Homemakers, the Friends of Fort Duffield, and several parents of students who attend West Point.

# Relationship Building

Overall Rating: 3.43

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 2.1 | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Proficient |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | 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 and community stakeholders have authentic participation, help plan and implement school and district improvement activities. | Distinguished |

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

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

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

# Communications

Overall Rating: 3.0

| | 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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement. | Proficient |

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

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

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

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

# Decision Making

Overall Rating:  0.0

| | 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. | N/A – School does not have a council. | Novice |

| | 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. | N/A – School does not have a council. | Novice |

| | 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. | N/A – School does not have a council. | Novice |

| | 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. | N/A – School does not have a council. | Novice |

| | 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. | N/A – School does not have a council. | Novice |

| | 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. | N/A – School does not have a council. | No council |

| | 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. | N/A – School does not have a council. | No council |

## 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 participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130). | Proficient |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **5.4** | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements. | Distinguished |

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

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

# Learning Opportunities

Overall Rating: 3.17

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

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

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

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

| | 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: 3.17

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.1** | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.2** | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | Proficient |

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

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.5** | Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up). | School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning. | Distinguished |

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

# Reflection

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

Given that we are an extremely small school and district, much of the information we collect from our stakeholders is done so informally. Parents, community leaders, and townspeople take great pride in the school and will often stop by to make suggestions for improving what we do or draw our attention to potential problems because they have such a keen interest in the success of the school. This input is greatly appreciated and desired as it is critical in our mission (to offer students a positive learning environment filled with high expectations) and vision (working together to motivate and empower the leaders of tomorrow). In the future, we need to focus our efforts on documenting these types of informal communications as these are as important as any feedback we might get from school-wide surveys, literacy nights, dojo correspondence, and the like.

# Report Summary

## Scores By Section

Section Score
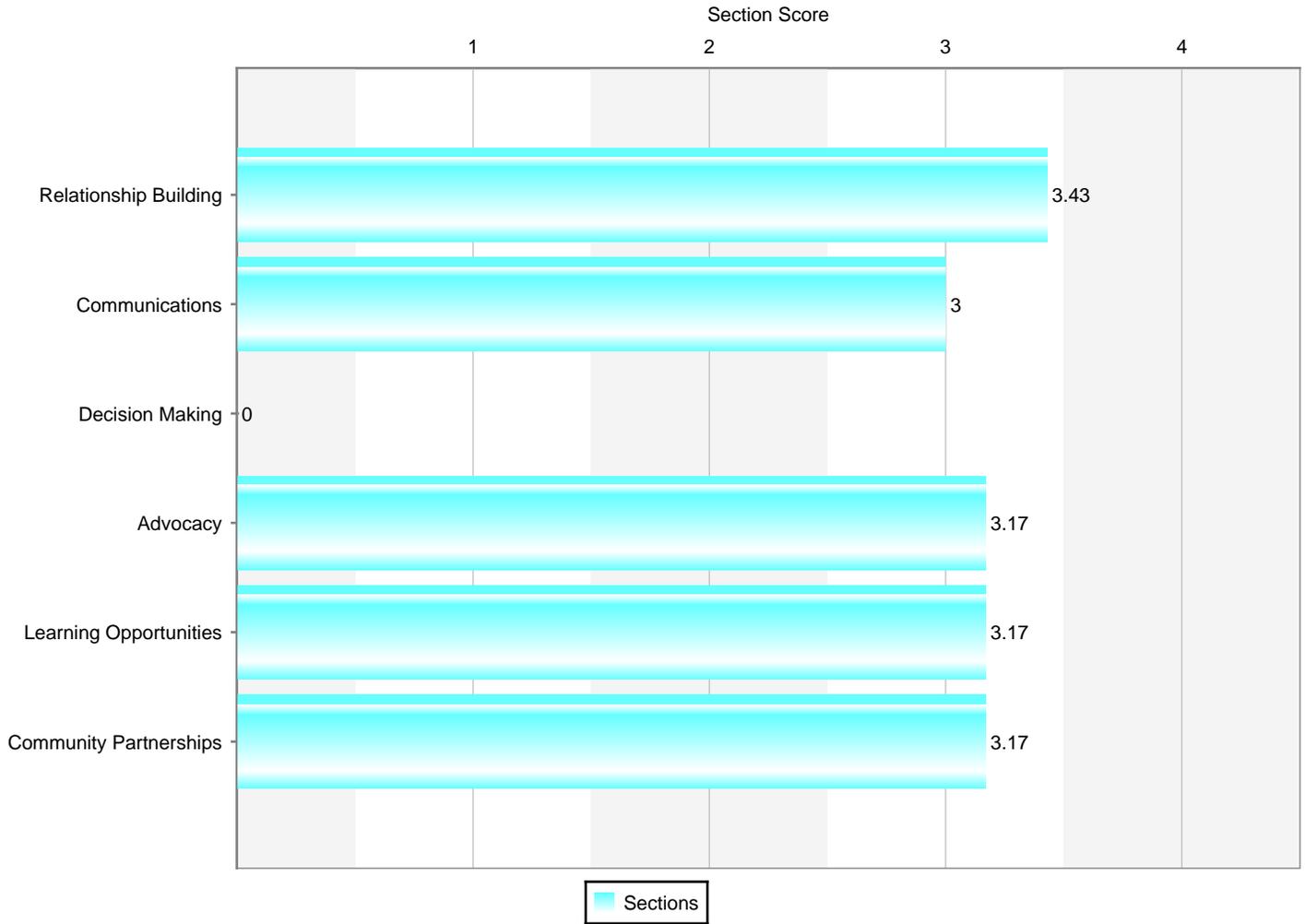


Sections

# Improvement Plan Stakeholder Involvement

# Introduction

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

# Improvement Planning Process

Improvement Planning Process

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

After conducting our annual needs assessment, input is solicited from a variety of stakeholders as to how we can best meet the needs of our students and how we can continue to improve. Selection of stakeholders is based upon their interest in the school, knowledge of our school and abilities to provide meaningful feedback and opportunities for our students. Stakeholders outside of our faculty and staff include but are not limited to the mayor, police chief, town council members, farmers, the curator of the history museum, and the director for Fort Duffield. Parents also give us insights into how we are doing with regard to meeting their needs for communication, support, and the development of their children. Meetings are often conducted informally as each of these individuals routinely visit the school to make suggestions or provide feedback about what we are doing.

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

Given our small size, all faculty and staff participate in the development of our improvement plan. They have the greatest knowledge of our students academic abilities. Our FRYSC provides valuable input and services relative to our students base needs. Stakeholders outside of our faculty and staff such as the mayor, police chief, town council members, farmers, the curator of the history museum, and the director for Fort Duffield provide input as to how we can best meet the needs of our students and how we can continue to improve. Parents give us insights into how we are doing with regard to meeting their needs for communication, support, and the development of their children. The principal coordinates all aspects of the improvement plan to ensure all needs are being met.

**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 CSIP plan is posted on our school website. During its development and refinement, information about the improvement plan is continuously disseminated through a variety of means to include all calls, updates in Friday folders, PLC meetings, and informal meetings with parents and members of the community.

# 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?**

With our data analysis, we are attempting to pinpoint areas where we need to focus or efforts in order to improve students achievement and performance. Data indicated a schoolwide deficiency in reading and writing scores relative to peers within the state. This deficiency cuts across grade levels from Kindergarten through 8th grade. In addition, student apathy and basic needs were identified as major nonacademic concerns. This information would not be readily apparent if we focused solely on academics. Our biggest concern is how to adequately address the needs of our highly transient students in our school which tend to have both the greatest academic deficiencies as well as the nonacademic needs.

# 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?**

While not ideal, our middle school students scored relatively well in reading, math, and writing, language mechanics, social studies, and science at the elementary level. Our elementary school students did fairly well in reading. We have adopted a new computer based learning platform that serves as both a remedial opportunity and enrichment resource to regular classroom instruction in order to bolster our strengths. Our greatest cause to celebrate is the overall improvement of our middle school students.  This past year we exhibited the second highest overall gains in middle school accountability in the state.

# Opportunities for Improvement

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

Despite our improvement at the middle school level, data indicated a school-wide deficiency in language mechanics relative to peers within the state. In addition, elementary scores were below the state average in reading, math, social studies and writing as well.

In addition to focusing on these academic areas of need, we have found that students from low SES backgrounds have a desire for basic needs and consequently exhibit a greater level of apathy relative to their peers from higher SES backgrounds. We have focused and prioritized our efforts on addressing both these academic and non-academic needs. First, we are utilizing a computer based learning platform that will allow us to focus on academic deficiencies across all grade levels and across the curriculum.  Second, we are continuing to utilize the concepts we implemented last year through our participation in the Kentucky Writing Project.  This will allow us to continue to focus on improving our students' writing abilities.  Third, we have implemented the Leader in Me program to combat student apathy in or school.  Lastly, our FRYSC has worked through various partnerships to provide many of the basic needs which our low SES students require.

# Conclusion

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

We will continue to focus on improving the attitudes of our students through implementation of the Leader in Me program as well as innovative activities such as archaeological digs and community service to improve out students' attitudes toward themselves and their community. In addition, our FRYSC will continue to provide as much assistance as possible to our low SES students. Academically, we will continue with our computer based learning platforms and the Kentucky Writing Project.

# West Point CSIP 16-17

# Overview

**Plan Name**

West Point CSIP 16-17

**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 | Our goal for West Point is to increase our students' writing scores to levels greater than the statewide reported scores for Proficent and Distinguished in writing as measured by the KPREP. | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic | $8200 |
| 2 | Improve the climate and culture at West Point. | Objectives: 3<br>Strategies: 3<br>Activities: 3 | Organizational | $24000 |
| 3 | West Point will improve overall academic performance of students in all grades K-8. | Objectives: 4<br>Strategies: 4<br>Activities: 4 | Academic | $19500 |
| 4 | West Point will improve parental involvement within the school. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 5 | West Point will improve access to highly qualified personnel to fill vacancies. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |

# Goal 1: Our goal for West Point is to increase our students' writing scores to levels greater than the statewide reported scores for Proficent and Distinguished in writing as measured by the KPREP.

**Measurable Objective 1:**

A 35% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ungraded grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will demonstrate a proficiency In Writing in Writing by 05/26/2017 as measured by KPREP and in school evaluations..

**Strategy 1:**

Reading Proficiency - The school has adopted the use of the Odysseyware, Spark and Accelerated Reader Programs. While writing has been identified as schoolwide problem, reading is also a weakness. Based upon ancedotal evidence, teachers determined that much of the underlying cause of the writng deficiency is due to poor foundational reading skills. Spark is a research based program tied to Common Core Standards that has proven to improve student basic language skills when used with fidelity. Similarly, Odysseyware has been shown to improve student reading scores when used with fidelity. Accelerated Reader will be used to provide supplemental reading materials in order to provide additional rigor to the students' regular instruction.

Category: Continuous Improvement

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All teachers will received training in the use of Odysseyware and Spark prior to implementation of the programs. Additional support will be provided when necessary. | Academic Support Program | 05/30/2016 | 05/26/2017 | $3000 | State Funds | Principal or designee will determine who and where trainings will occur. |

**Strategy 2:**

Kentucky Writing Project - Based on a grant received from the Rural Schools Professional Development Initiative, teachers will receive three days of professional development on argumentative writing from June 1-3 of 2015. This training, known as the Kentucky Writing Project, is based upon the National Writing Project. In addition to the front-end professional learning, teachers will receive on-going support with regards to lesson development, student growth goals, and scoring of work related to argumentative writing. This is an area of emphasis on the KPREP where we have performed poorly in the past.

Category: Professional Learning & Support

Research Cited: According to Hibpsham and Walters-Parker (EPSB, 2012) as cited in the RSPDI's Kentucky Writing Project pamphlet, a study of 185,000 students' writing scores in Kentucky indicated that "more effective teachers of writing were more likely to have participated in programs of the National Writing Project. NWP activities were highly rated by both the teacher respondents and the institutional respondents, and it seems clear that participation in these activities may be the single

most attractive mechanism for improving the quality of writing instruction, both for teacher candidates and for teachers already in the classroom.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers received training and professional support in the development and scoring of quality argumentative writing in the hopes that the teachers can transfer this knowledge to their students. | Professional Learning | 06/01/2015 | 05/20/2016 | $5200 | Grant Funds | All certified staff who have contact with students will receive training through this grant. Training was conducted by Stephanie Wilson and Megan Smedley. |

# Goal 2: Improve the climate and culture at West Point.

**Measurable Objective 1:**

collaborate to improve the climate and culture of the school by 05/26/2017 as measured by output from the TELL Survey, Val Ed. Survey, Student Voice Surveys, and locally developed measures of student involvement.

**Strategy 1:**

The Leader in Me - As a result of our association with GRREC and the kid-Friendly grant, we are in the third year of implementation of the Leader in Me program at West Point.  Staff at the school has received training each of the three years in order to effectively implement the Leader in Me program.  In turn, staff have worked with the children each year on embedding the Leader in Me ideals into the cultural fabric of our school.  Effective implementation of the program at other schools has yielded positive results in terms of increased student involvement, decreased referrals, improved attendance, and increased academic performance.  Our hope is that full implementation of the program will yield similar results at West Point.

Category: Continuous Improvement

Research Cited: In a mixed methods study on the Leader in Me program, Cummins (2015), a researcher associated with the University of Louisiana, examined longitudinal student data to investigate the relationship between The Leader in Me implementation and school improvement.  The researcher found that student data sets did improve over time, and the teachers at that school indicated vast improvements in school culture/climate throughout the LIM implementation, including strong positive feelings shared by teachers at LIM schools.

| Activity - Leader in Me | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Students will engage in the Leader in Me program through embedded lessons within the class, school-wide assemblies, and student created activities developed by the Student Lighthouse Team in an effort to boost student involvement and school culture and climate. | Behavioral Support Program, Career Preparation/Orientation, Community Engagement, Academic Support Program | 08/05/2013 | 05/26/2017 | $24000 | GRECC Race to the Top | All staff is involved with the Leader in Me. |
|---|---|---|---|---|---|---|

**Measurable Objective 2:**

collaborate to decrease discipline referrals through the implementation of PBIS within our school by 05/20/2016 as measured by a decrease in discipline referrals over a three year period.

**Strategy 1:**

PBIS - Teachers and staff will implement a uniform tiered intervention and support system throughout the school.  Expectations will be set for all areas of the school so that students clearly understand the consequences for misbehavior.  In addition, this model will incorporate a reward system for students who exhibit the appropriate behavior.  It is our belief that the PBIS model will result in decreased referrals, improved attendance, and increased academic performance.

Category: Other - Behavior Managment

Research Cited: In examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes, Bradshaw, Mitchell, and Leaf (2010) found that the implementation of a PBIS system was related to a reduction in office discipline referrals and suspensions and improved  academic performance.

| Activity - PAWS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Implementation of PBIS model for West Point | Behavioral Support Program | 08/05/2013 | 05/19/2017 | $0 | No Funding Required | All staff are responsible for the development and implementation of the PBIS model we have created. |

**Measurable Objective 3:**

collaborate to improve TELL survey scores in deficient areas by 06/01/2017 as measured by the TELL survey.

**Strategy 1:**

PLCs - Principal will work with faculty and staff during PLCs to address deficiencies identified in the TELL survey.

Category: Continuous Improvement

Research Cited: According to Fullan (2013), PLCs have proven to be an effective way of initiating change within educational organizations.

| Activity - PLCs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional Learning Community to address deficiencies in TELL survey results | Professional Learning | 08/04/2015 | 06/01/2017 | $0 | No Funding Required | All faculty, staff, and administration. |

# Goal 3: West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students  will increase student growth  at a rate greater than same age peers in Mathematics by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy 1:**

Targeted Instruction - Students will receive targeted instruction in math through computer based learning platforms as well as small group and individual instruction in order to improve overall math achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware and Spark | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in math through Odysseyware.  Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall math achievement.  Students who excel in math will be provided additional opportunities to advance the math skills beyond the regular curriculum for their respective grade levels. | Technology, Academic Support Program | 08/16/2016 | 05/31/2019 | $9000 | State Funds | All Faculty |

**Measurable Objective 2:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students  will increase student growth  at a rate greater than same age peers in Reading by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy 1:**

Reading Program - Students will utilize Odysseyware, and Accelerated Reader to increase overall proficiency in reading in all grades. Students will receive targeted instruction in reading through computer based learning platforms as well as small group and individual instruction in order to improve overall reading achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware, Spark, Accelerated Reader | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in reading through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall reading achievement. Students who excel in reading will be provided additional opportunities to advance the reading skills beyond the regular curriculum for their respective grade levels. Accelerated Reader will be utilized to provide students with appropriate and challenging reading materials based upon their reading abilities. | Technology, Academic Support Program | 08/16/2016 | 05/31/2019 | $8000 | Other | All Faculty |

**Measurable Objective 3:**

90% of Pre-K grade students will demonstrate student proficiency (pass rate) in assessments in Practical Living by 09/01/2017 as measured by Brigance.

**Strategy 1:**

Kindergarten Readiness - The preschool teacher will analyze data from previous Brigance screenings to adjust instruction to ensure students are ready for Kindergarten upon graduation from preschool.

Category: Continuous Improvement

Research Cited: The Brigance screening is a valid and reliable instrument to measure Kindergarten readiness.

| Activity - Brigance Screening | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The preschool teacher will analyze Brigance screenings in order to determine how to adjust future instruction to increase Kindergarten readiness. | Professional Learning | 08/04/2015 | 05/31/2019 | $0 | No Funding Required | Preschool and Kindergarten Teachers |

**Measurable Objective 4:**

80% of Eighth grade students will achieve college and career readiness through Win Learning in Career & Technical by 05/31/2017 as measured by the development of their ILPs.

**Strategy 1:**

ILP Development - Students will utilize the Win Learning computer platform to explore career pathways and develop college and career readiness skills while creating their ILPs.

Category: Career Readiness Pathways

Research Cited: Win Learning has shown to improve students engagement and interest in career exploration and the development of college and career readiness skills.

| Activity - Win Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will develop ILPs through the Win Learning computer platform and thereby demonstrate college and career readiness. | Career Preparation/Orientation | 08/04/2015 | 05/26/2017 | $2500 | GRECC Race to the Top | Middle school teachers |

# Goal 4: West Point will improve parental involvement within the school.

**Measurable Objective 1:**

collaborate to increase parental involvement and input by 05/19/2017 as measured by parent contacts, volunteer hours, parental participation on various committees.

**Strategy 1:**

Parent Input - Parent input will be solicited through a variety of means to include surveys, committee participation, volunteer participation, and informal discussions.

Category: Stakeholder Engagement

Research Cited: Numerous studies point to the positive impact parental involvement have upon improved student achievement.

| Activity - Parental Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Parental input will be sought through a variety of means for a variety of purposes to include committee participation, volunteer support, and feedback regarding academic and support programs. | Community Engagement | 08/04/2014 | 05/19/2017 | $0 | No Funding Required | Principal and FRYSC |

# Goal 5: West Point will improve access to highly qualified personnel to fill vacancies.

**Measurable Objective 1:**

collaborate to increase the number of highly qualified applicants for vacancies by 06/30/2017 as measured by the number of applicants for each available position.

**Strategy 1:**

Widen Search Net - In addition to utilizing KEPS, we will employ additional means of finding potential employees in order to widen our search net for qualified

candidates for each vacancy.

Category: Human Capital Management

Research Cited: Research indicates that utilizing multiple means for searching for potential candidates will yield better results than just relying on one source to find

qualified candidates.

| Activity - Networking | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The principal will utilize contacts within various educational institutions (both public and postsecondary) to find highly qualified candidates for vacancies within the school. | Recruitment and Retention | 08/04/2014 | 06/30/2017 | $0 | No Funding Required | Principal |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

## No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| PLCs | Professional Learning Community to address deficiencies in TELL survey results | Professional Learning | 08/04/2015 | 06/01/2017 | $0 | All faculty, staff, and administration. |
| PAWS | Implementation of PBIS model for West Point | Behavioral Support Program | 08/05/2013 | 05/19/2017 | $0 | All staff are responsible for the development and implementation of the PBIS model we have created. |
| Networking | The principal will utilize contacts within various educational institutions (both public and postsecondary) to find highly qualified candidates for vacancies within the school. | Recruitment and Retention | 08/04/2014 | 06/30/2017 | $0 | Principal |
| Parental Involvement | Parental input will be sought through a variety of means for a variety of purposes to include committee participation, volunteer support, and feedback regarding academic and support programs. | Community Engagement | 08/04/2014 | 05/19/2017 | $0 | Principal and FRYSC |
| Brigance Screening | The preschool teacher will analyze Brigance screenings in order to determine how to adjust future instruction to increase Kindergarten readiness. | Professional Learning | 08/04/2015 | 05/31/2019 | $0 | Preschool and Kindergarten Teachers |
| | | | | **Total** | $0 | |

## Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

# Comprehensive School Improvement Plan

West Point Elementary School

| Odysseyware, Spark, Accelerated Reader | Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in reading through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall reading achievement. Students who excel in reading will be provided additional opportunities to advance the reading skills beyond the regular curriculum for their respective grade levels. Accelerated Reader will be utilized to provide students with appropriate and challenging reading materials based upon their reading abilities. | Technology, Academic Support Program | 08/16/2016 | 05/31/2019 | $8000 | All Faculty |
|---|---|---|---|---|---|---|
| | | | Total | | $8000 | |

## State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Odysseyware and Spark | Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in math through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall math achievement. Students who excel in math will be provided additional opportunities to advance the math skills beyond the regular curriculum for their respective grade levels. | Technology, Academic Support Program | 08/16/2016 | 05/31/2019 | $9000 | All Faculty |
| Teacher Training | All teachers will received training in the use of Odysseyware and Spark prior to implementation of the programs. Additional support will be provided when necessary. | Academic Support Program | 05/30/2016 | 05/26/2017 | $3000 | Principal or designee will determine who and where trainings will occur. |
| | | | Total | | $12000 | |

## Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| Teacher Training | Teachers received training and professional support in the development and scoring of quality argumentative writing in the hopes that the teachers can transfer this knowledge to their students. | Professional Learning | 06/01/2015 | 05/20/2016 | $5200 | All certified staff who have contact with students will receive training through this grant. Training was conducted by Stephanie Wilson and Megan Smedley. |
|---|---|---|---|---|---|---|
| | | | | **Total** | $5200 | |

**GRECC Race to the Top**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Win Learning | Students will develop ILPs through the Win Learning computer platform and thereby demonstrate college and career readiness. | Career Preparation/Orientation | 08/04/2015 | 05/26/2017 | $2500 | Middle school teachers |
| Leader in Me | Students will engage in the Leader in Me program through embedded lessons within the class, school-wide assemblies, and student created activities developed by the Student Lighthouse Team in an effort to boost student involvement and school culture and climate. | Behavioral Support Program, Career Preparation/Orientation, Community Engagement, Academic Support Program | 08/05/2013 | 05/26/2017 | $24000 | All staff is involved with the Leader in Me. |
| | | | | **Total** | $26500 | |

# 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 | After a comprehensive needs assessment, we have identified overall weaknesses in several areas. To combat this, we have initiated the use of two computer based learning platforms that specifically target all areas of the curriculum based upon individual student weaknesses.  In addition, we are continuing to use the concepts of the Kentucky Writing Project to increase our students' abilities in argumentative writing. Lastly, we have created an RTI/ESS program in order to address specific areas where individual students have demonstrated deficiencies. | |

| 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 | We have allotted time in the school day to implement KSI/RTI during the school day so teachers can focus on areas where students are having difficulties. In addition, we have ESS after school and a daytime waiver for ESS students who are unable to stay after school. In conjunction with this, the school has adopted Odysseyware and Spark. These research based programs provide both remedial and enrichment opportunities for our students. Lastly, the Kentucky Writing Project has been proven to be highly effective in improving student writing abilities. | |

**Comprehensive School Improvement Plan**

West Point Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | Yes | Our preschool program works closely with families and the community to ensure all students have the opportunity to participate and transition smoothly. The preschool program also collaborates closely with our kindergarten program to ensure a smooth transition from preschool to kindergarten. For example, the kindergarten teacher visits the preschool classroom regularly so the children are already familiar with her prior to coming to kindergarten. In addition, the preschool class visits the kindergarten room to get acclimated to the kindergarten environment. | |

| 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 | Odysseyware and Spark are research based programs that have been proven to improve student achievement across the curriculum. According to Hibpsham and Walters-Parker (EPSB, 2012), participation in the Kentucky Writing Project may be the single most attractive mechanism for improving the quality of writing instruction. In addition, we then has set aside time for KSI/RTI during the day and ESS during and after school to address individual student deficiencies. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | While we utilize the KEPS system to recruit teachers, one of the most effective strategies we have is word of mouth and self-promotion. Teachers who work here now but have previously worked in other districts are some of our best recruiters. In addition, one of our administrators is an instructor for two regional universities.  Three of his previous students are currently teaching in the school. With regard to retention, teachers cite our small class sizes, our climate and culture, and the support we have from the community as the major factors as to why they choose to stay at West Point. | |

| 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 | All Title I, Part A funds are spent in accordance with the guidelines for allowable expenditures for Title I, Part A programs and activities. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy. | Yes | We solicit parent involvement and input through a variety of means to include Facebook, one-call, class dojo, Friday Folders, service on various committees,and parent nights. Being such a small school, we rely heavily on their assistance and input so that we can best meet the needs of our students. | |

| 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 makes every attempt to incorporate all criteria required into the school improvement 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 staff routinely exceeds the amount of professional development required by the KDE. In the past year, teachers have received training on two different computer learning platforms. In addition, teachers have received training on the Kentucky Writing Project, Active Shooter training, First Aide, and training related to the Leader in Me. | |

| 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 | At the start of each school year, previous data is reviewed in a comprehensive needs assessment in order to inform our practice. This needs assessment enables us to determine if our efforts have been effective or if we need to alter course and adjust our practice in order to better meet the needs of our students. In addition, MAP analysis throughout the year allows us to make corrections during the school year as needed. | |

# Comprehensive School Improvement Plan

West Point Elementary School

| 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 data for our comprehensive needs assessment were drawn from student MAP scores, previous year's KPREP scores, formative and summative classroom assessments, student needs surveys distributed by our FRYSC, tech surveys, the FRAM report, the KIP survey, parent surveys and input from staff, students, and community members. Data were utilized to determine which students required the most assistance in order to achieve. | |

| 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 adopted two research based programs that have proven to improve student achievement across the curriculum. Also the school is continuing to utilize the KWP. According to Hibpsham and Walters-Parker (EPSB, 2012) as cited in the RSPDI's Kentucky Writing Project pamphlet, a study of 185,000 students' writing scores in Kentucky indicated that participation in these activities may be the single most attractive mechanism for improving the quality of writing instruction. | |

| 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 | Targeted assistance is rendered to students through in school KSI/RTI processes with the regular classroom teachers. In addition, ESS opportunities are provided to students who need additional assistance. ESS is offered both during school through a daytime waiver as well as after school for those students who are able to attend. | |

| 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 | Time for targeted assistance is provided to students through KSI/RTI during the school day in the regular ed. classroom. Students who need additional assistance receive ESS services after school or during the school day depending upon their individual situation. | |

# Comprehensive School Improvement Plan

West Point Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | School-wide programs are designed to work in conjunction with regular classroom instruction, KSI/RTI, ESS, and GT services. Students are able to work at their own pace in the computer-based programs depending our their unique educational situation. Thus, some use the programs as enrichment while others use it as a means of remedial instruction. | |

| 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 | We examine data generated through the computer-based programs to gauge the effectiveness of our targeted assistance. In addition, we look at student progress on the MAP to determine if students receiving targeted assistance are improving at a satisfactory rate. | |

| 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 | All paraprofessionals within the school met the ESEA requirements for being highly qualified. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Federal Program Funds | The school allocated and spent federal program funds only on programs and activities for identified eligible students.  The school maintained appropriate financial records on  its Title I, Part A programs and activities. | Yes | All federal (and state funds) are spent in accordance with the specific guidelines for each of the respective funding sources. Financial records for Title I, Part A (and all other federal and state funds) are maintained by the finance officer at the school as well as located in GMAP. | |

| 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 | We solicit parent involvement and input through a variety of means to include Facebook, one-call, class dojo, Friday Folders, service on various committees, and parent nights. Being such a small school, we rely heavily on their assistance and input so that we can best meet the needs of our students. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process. | N/A | We have incorporated the eight Targeted Assistance components into our 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 | Professional development activities are planned and provided in accordance with the needs of our students and the ability of our staff to meet our students' needs. | |

| 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 | A comprehensive needs assessment is conducted at the start of each school year utilizing all available data sources. This gives us a summative measure of the effectiveness of our previous efforts and serves to inform and guide our future practice so that we may best meet the needs of our students. | |

| 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 CSIP is accessible for all stakeholders to view on our school website-- http://www.westpoint.kyschools.us/ | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Teacher Quality | The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified. | Yes | Parents are notified in the event their child(ren) are taught by teachers who are not highly qualified. | |

| 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 | In the past year, teachers have received training on two different computer learning platforms and non-traditional instructional days. In addition, teachers have also received training on the Kentucky Writing Project, Active Shooter, First Aide, the Leader in Me, and WinLearning to address issues related to college and career readiness. All these professional development activities were based upon needs identified in our comprehensive needs assessment of all available data sources conducted at the beginning of each year. | |

| 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 ranking report has been submitted and approved. Staff listed in the report have been identified through the needs assessment as being essential in improving 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 | All para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and provide opportunities for small group instruction as well as one-on-one instruction with students who need additional assistance. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Para-educators | The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work. | Yes | All para-educators who provide targeted assistance are under the direct supervision of our director of special education. These para-educators provide opportunities for small group instruction as well as one-on-one instruction with students who need targeted assistance. | |

| 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 | Our para-educators primary responsibility is to assist the teachers with meeting the educational needs of their students. Non-instructional duties are limited and divided as equitably as possible between faculty and staff. | |

| 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 | Our para-educators who work with targeted students are responsible for assisting the teachers with meeting the educational needs of these students. Non-instructional duties are limited and divided as equitably as possible between faculty and staff. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | Yes | Given the small size of our classes (roughly 12 student per class), we can met cap size requirement without Title I funds; however, we would not be able to offer school-wide programs to benefit student achievement without the use of Title I funding. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | Yes | Given the small average class sizes we have (of approximately 12 students), we can meet or cap size requirements without using Title II funds, however, the use of Title II funds prevents use from having to combine grade levels into one class. | |

# 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:**

Improve the climate and culture at West Point.

**Measurable Objective 1:**

collaborate to improve TELL survey scores in deficient areas by 06/01/2017 as measured by the TELL survey.

**Strategy1:**

PLCs - Principal will work with faculty and staff during PLCs to address deficiencies identified in the TELL survey.

Category: Continuous Improvement

Research Cited: According to Fullan (2013), PLCs have proven to be an effective way of initiating change within educational organizations.

| Activity - PLCs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Learning Community to address deficiencies in TELL survey results | Professional Learning | 08/04/2015 | 06/01/2017 | $0 - No Funding Required | All faculty, staff, and administration. |

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

**Goal 1:**

West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students  will increase student growth  at a rate greater than same age peers in Mathematics by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Targeted Instruction - Students will receive targeted instruction in math through computer based learning platforms as well as small group and individual instruction in order to improve overall math achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of

students.

| Activity - Odysseyware and Spark | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in math through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall math achievement. Students who excel in math will be provided additional opportunities to advance the math skills beyond the regular curriculum for their respective grade levels. | Academic Support Program Technology | 08/16/2016 | 05/31/2019 | $9000 - State Funds | All Faculty |

**Measurable Objective 2:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will increase student growth at a rate greater than same age peers in Reading by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Reading Program - Students will utilize Odysseyware, and Accelerated Reader to increase overall proficiency in reading in all grades. Students will receive targeted instruction in reading through computer based learning platforms as well as small group and individual instruction in order to improve overall reading achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware, Spark, Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in reading through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall reading achievement. Students who excel in reading will be provided additional opportunities to advance the reading skills beyond the regular curriculum for their respective grade levels. Accelerated Reader will be utilized to provide students with appropriate and challenging reading materials based upon their reading abilities. | Academic Support Program Technology | 08/16/2016 | 05/31/2019 | $8000 - Other | All Faculty |

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

**Goal 1:**

West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

90% of Pre-K grade students  will demonstrate student proficiency (pass rate)  in assessments in Practical Living by 09/01/2017 as measured by Brigance.

**Strategy1:**

Kindergarten Readiness - The preschool teacher will analyze data from previous Brigance screenings to adjust instruction to ensure students are ready for Kindergarten upon graduation from preschool.

Category: Continuous Improvement

Research Cited: The Brigance screening is a valid and reliable instrument to measure Kindergarten readiness.

| Activity - Brigance Screening | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| The preschool teacher will analyze Brigance screenings in order to determine how to adjust future instruction to increase Kindergarten readiness. | Professional Learning | 08/04/2015 | 05/31/2019 | $0 - No Funding Required | Preschool and Kindergarten Teachers |

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

**Goal 1:**

West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

90% of Pre-K grade students  will demonstrate student proficiency (pass rate)  in assessments in Practical Living by 09/01/2017 as measured by Brigance.

**Strategy1:**

Kindergarten Readiness - The preschool teacher will analyze data from previous Brigance screenings to adjust instruction to ensure students are ready for Kindergarten upon graduation from preschool.

Category: Continuous Improvement

Research Cited: The Brigance screening is a valid and reliable instrument to measure Kindergarten readiness.

| Activity - Brigance Screening | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| The preschool teacher will analyze Brigance screenings in order to determine how to adjust future instruction to increase Kindergarten readiness. | Professional Learning | 08/04/2015 | 05/31/2019 | $0 - No Funding Required | Preschool and Kindergarten Teachers |

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

**Goal 1:**

West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will increase student growth at a rate greater than same age peers in Mathematics by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Targeted Instruction - Students will receive targeted instruction in math through computer based learning platforms as well as small group and individual instruction in order to improve overall math achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware and Spark | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in math through Odysseyware.  Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall math achievement.  Students who excel in math will be provided additional opportunities to advance the math skills beyond the regular curriculum for their respective grade levels. | Academic Support Program Technology | 08/16/2016 | 05/31/2019 | $9000 - State Funds | All Faculty |

**Measurable Objective 2:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will increase student growth at a rate greater than same age peers in Reading by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Reading Program - Students will utilize Odysseyware, and Accelerated Reader to increase overall proficiency in reading in all grades. Students will receive targeted instruction in reading through computer based learning platforms as well as small group and individual

instruction in order to improve overall reading achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware, Spark, Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in reading through Odysseyware.  Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall reading achievement.  Students who excel in reading will be provided additional opportunities to advance the reading skills beyond the regular curriculum for their respective grade levels. Accelerated Reader will be utilized to provide students with appropriate and challenging reading materials based upon their reading abilities. | Technology Academic Support Program | 08/16/2016 | 05/31/2019 | $8000 - Other | All Faculty |

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Our goal for West Point is to increase our students' writing scores to levels greater than the statewide reported scores for Proficent and Distinguished in writing as measured by the KPREP.

**Measurable Objective 1:**

A 35% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ungraded grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students  will demonstrate a proficiency  In Writing in Writing by 05/26/2017 as measured by KPREP and in school evaluations..

**Strategy1:**

Kentucky Writing Project - Based on a grant received from the Rural Schools Professional Development Initiative, teachers will receive three days of professional development on argumentative writing from June 1-3 of 2015.  This training, known as the Kentucky Writing Project, is based upon the National Writing Project.  In addition to the front-end professional learning, teachers will receive on-going support with regards to lesson development, student growth goals, and scoring of work related to argumentative writing.  This is an area of emphasis on the KPREP where we have performed poorly in the past.

Category: Professional Learning & Support

Research Cited: According to Hibpsham and Walters-Parker (EPSB, 2012) as cited in the RSPDI's Kentucky Writing Project pamphlet, a study of 185,000 students' writing scores in Kentucky indicated that "more effective teachers of writing were more likely to have participated in programs of the National Writing Project.  NWP activities were highly rated by both the teacher respondents and the institutional respondents, and it seems clear that participation in these activities may be the single most attractive mechanism for improving the quality of

writing instruction, both for teacher candidates and for teachers already in the classroom.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers received training and professional support in the development and scoring of quality argumentative writing in the hopes that the teachers can transfer this knowledge to their students. | Professional Learning | 06/01/2015 | 05/20/2016 | $5200 - Grant Funds | All certified staff who have contact with students will receive training through this grant. Training was conducted by Stephanie Wilson and Megan Smedley. |

**Strategy2:**

Reading Proficiency - The school has adopted the use of the Odysseyware, Spark and Accelerated Reader Programs. While writing has been identified as schoolwide problem, reading is also a weakness. Based upon ancedotal evidence, teachers determined that much of the underlying cause of the writng deficiency is due to poor foundational reading skills. Spark is a research based program tied to Common Core Standards that has proven to improve student basic language skills when used with fidelity. Similarly, Odysseyware has been shown to improve student reading scores when used with fidelity. Accelerated Reader will be used to provide supplemental reading materials in order to provide additional rigor to the students' regular instruction.

Category: Continuous Improvement

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All teachers will received training in the use of Odysseyware and Spark prior to implementation of the programs. Additional support will be provided when necessary. | Academic Support Program | 05/30/2016 | 05/26/2017 | $3000 - State Funds | Principal or designee will determine who and where trainings will occur. |

**Goal 2:**

Improve the climate and culture at West Point.

**Measurable Objective 1:**

collaborate to improve the climate and culture of the school by 05/26/2017 as measured by output from the TELL Survey, Val Ed. Survey, Student Voice Surveys, and locally developed measures of student involvement.

**Strategy1:**

The Leader in Me - As a result of our association with GRREC and the kid-Friendly grant, we are in the third year of implementation of the Leader in Me program at West Point. Staff at the school has received training each of the three years in order to effectively implement the Leader in Me program. In turn, staff have worked with the children each year on embedding the Leader in Me ideals into the cultural fabric of our school. Effective implementation of the program at other schools has yielded positive results in terms of increased student involvement, decreased referrals, improved attendance, and increased academic performance. Our hope is that full implementation of the program will yield similar results at West Point.

Category: Continuous Improvement

Research Cited: In a mixed methods study on the Leader in Me program, Cummins (2015), a researcher associated with the University of Louisiana, examined longitudinal student data to investigate the relationship between The Leader in Me implementation and school improvement.  The researcher found that student data sets did improve over time, and the teachers at that school indicated vast improvements in school culture/climate throughout the LIM implementation, including strong positive feelings shared by teachers at LIM schools.

| Activity - Leader in Me | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students will engage in the Leader in Me program through embedded lessons within the class, school-wide assemblies, and student created activities developed by the Student Lighthouse Team in an effort to boost student involvement and school culture and climate. | Behavioral Support Program Community Engagement Career Preparation/ Orientation Academic Support Program | 08/05/2013 | 05/26/2017 | $24000 - GRECC Race to the Top | All staff is involved with the Leader in Me. |

**Measurable Objective 2:**

collaborate to decrease discipline referrals through the implementation of PBIS within our school by 05/20/2016 as measured by a decrease in discipline referrals over a three year period.

**Strategy1:**

PBIS - Teachers and staff will implement a uniform tiered intervention and support system throughout the school.  Expectations will be set for all areas of the school so that students clearly understand the consequences for misbehavior.  In addition, this model will incorporate a reward system for students who exhibit the appropriate behavior.  It is our belief that the PBIS model will result in decreased referrals, improved attendance, and increased academic performance.

Category: Other - Behavior Managment

Research Cited: In examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes, Bradshaw, Mitchell, and Leaf (2010) found that the implementation of a PBIS system was related to a reduction in office discipline referrals and suspensions and improved  academic performance.

| Activity - PAWS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Implementation of PBIS model for West Point | Behavioral Support Program | 08/05/2013 | 05/19/2017 | $0 - No Funding Required | All staff are responsible for the development and implementation of the PBIS model we have created. |

**Goal 3:**

West Point will improve overall academic performance of students in all grades K-8.

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children

in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will increase student growth at a rate greater than same age peers in Mathematics by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Targeted Instruction - Students will receive targeted instruction in math through computer based learning platforms as well as small group and individual instruction in order to improve overall math achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware and Spark | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in math through Odysseyware. Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall math achievement. Students who excel in math will be provided additional opportunities to advance the math skills beyond the regular curriculum for their respective grade levels. | Academic Support Program Technology | 08/16/2016 | 05/31/2019 | $9000 - State Funds | All Faculty |

**Measurable Objective 2:**

90% of Pre-K grade students will demonstrate student proficiency (pass rate) in assessments in Practical Living by 09/01/2017 as measured by Brigance.

**Strategy1:**

Kindergarten Readiness - The preschool teacher will analyze data from previous Brigance screenings to adjust instruction to ensure students are ready for Kindergarten upon graduation from preschool.

Category: Continuous Improvement

Research Cited: The Brigance screening is a valid and reliable instrument to measure Kindergarten readiness.

| Activity - Brigance Screening | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| The preschool teacher will analyze Brigance screenings in order to determine how to adjust future instruction to increase Kindergarten readiness. | Professional Learning | 08/04/2015 | 05/31/2019 | $0 - No Funding Required | Preschool and Kindergarten Teachers |

**Measurable Objective 3:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will increase student growth at a rate greater than same age peers in Reading by 05/26/2017 as measured by the MAP and KPREP assessments.

**Strategy1:**

Reading Program - Students will utilize Odysseyware, and Accelerated Reader to increase overall proficiency in reading in all grades. Students will receive targeted instruction in reading through computer based learning platforms as well as small group and individual instruction in order to improve overall reading achievement.

Category: Learning Systems

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Odysseyware, Spark, Accelerated Reader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Learning paths are created in Odysseyware for each student based upon their MAP scores. Students will receive targeted instruction in reading through Odysseyware.  Students who still exhibit deficiencies will receive additional support through Spark and small group and individual instruction in order to improve overall reading achievement.  Students who excel in reading will be provided additional opportunities to advance the reading skills beyond the regular curriculum for their respective grade levels. Accelerated Reader will be utilized to provide students with appropriate and challenging reading materials based upon their reading abilities. | Academic Support Program Technology | 08/16/2016 | 05/31/2019 | $8000 - Other | All Faculty |

**Goal 4:**

West Point will improve parental involvement within the school.

**Measurable Objective 1:**

collaborate to increase parental involvement and input by 05/19/2017 as measured by parent contacts, volunteer hours, parental participation on various committees.

**Strategy1:**

Parent Input - Parent input will be solicited through a variety of means to include surveys, committee participation, volunteer participation, and informal discussions.

Category: Stakeholder Engagement

Research Cited: Numerous studies point to the positive impact parental involvement have upon improved student achievement.

| Activity - Parental Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Parental input will be sought through a variety of means for a variety of purposes to include committee participation, volunteer support, and feedback regarding academic and support programs. | Community Engagement | 08/04/2014 | 05/19/2017 | $0 - No Funding Required | Principal and FRYSC |

**Goal 5:**

West Point will improve access to highly qualified personnel to fill vacancies.

**Measurable Objective 1:**

collaborate to increase the number of highly qualified applicants for vacancies by 06/30/2017 as measured by the number of applicants for each available position.

**Strategy1:**

Widen Search Net - In addition to utilizing KEPS, we will employ additional means of finding potential employees in order to widen our search net for qualified candidates for each vacancy.

Category: Human Capital Management

Research Cited: Research indicates that utilizing multiple means for searching for potential candidates will yield better results than just relying on one source to find qualified candidates.

| Activity - Networking | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| The principal will utilize contacts within various educational institutions (both public and postsecondary) to find highly qualified candidates for vacancies within the school. | Recruitment and Retention | 08/04/2014 | 06/30/2017 | $0 - No Funding Required | Principal |

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

The Writing Program at West Point Independent School will show acceleration in results as displayed on the KPREP.

**Measurable Objective 1:**

75% of Fifth, Sixth and Eighth grade Economically Disadvantaged students  will complete a portfolio or performance  on the May 2013 KPREP. in English Language Arts by 05/17/2013 as measured by An Increase of KPREP scores..

**Strategy1:**

Increasing our writing scores - A committee of 4 teachers met three times this summer to create a writing plan for WPIS.  The plan is aligned with the ELA writing standards and across content area standards.  Purchase of writing A-Z to train all teachers but specifically grades 5, 6, 8.  Purchasing of portfolio folders for each child K-8 to collect required writing pieces as determined by the writing plan.  Scheduled On Demand Writing practices with live to quick turn around scoring with descriptive feedback.  PD 360 to provide PD for all teachers in theschool. Planned communication and talk between students and teacher and students to increase the students' vocabulary.

Category:

Research Cited: Research shows that repeated practice of writing with live scoring and descriptive feedback increases fluency and creation of writing.

| Activity - Creation of Schoolwide Writing Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| A group of 4 teachers met this summer to create the WPIS Writing Plan for Grades K-8. Scheduled On Demand writing days have been included in this year's schedule. Descriptive feedback for student writing improvement has been introduced this year with the principal monitoring.  More teacher to child talk, child to teacher talk and child to child talk has been incorporated to increase vocabulary so students have a larger arsenal of words to write with. | Policy and Process | 08/08/2012 | 05/17/2013 | $200 - General Fund | Tijuana Heath, Heather Hack, Jessica Mercer, Amy Wood, Lee Ann Mik |

**Goal 2:**

Our goal for West Point is to increase our students' writing scores to levels greater than the statewide reported scores for Proficent and Distinguished in writing as measured by the KPREP.

**Measurable Objective 1:**

A 35% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ungraded grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students  will demonstrate a proficiency  In Writing in Writing by 05/26/2017 as measured by KPREP and in school evaluations..

**Strategy1:**

Kentucky Writing Project - Based on a grant received from the Rural Schools Professional Development Initiative, teachers will receive three days of professional development on argumentative writing from June 1-3 of 2015.  This training, known as the Kentucky Writing Project, is based upon the National Writing Project.  In addition to the front-end professional learning, teachers will receive on-going support with regards to lesson development, student growth goals, and scoring of work related to argumentative writing.  This is an area of emphasis on the KPREP where we have performed poorly in the past.

Category: Professional Learning & Support

Research Cited: According to Hibpsham and Walters-Parker (EPSB, 2012) as cited in the RSPDI's Kentucky Writing Project pamphlet, a study of 185,000 students' writing scores in Kentucky indicated that "more effective teachers of writing were more likely to have participated in programs of the National Writing Project.  NWP activities were highly rated by both the teacher respondents and the institutional respondents, and it seems clear that participation in these activities may be the single most attractive mechanism for improving the quality of

writing instruction, both for teacher candidates and for teachers already in the classroom.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers received training and professional support in the development and scoring of quality argumentative writing in the hopes that the teachers can transfer this knowledge to their students. | Professional Learning | 06/01/2015 | 05/20/2016 | $5200 - Grant Funds | All certified staff who have contact with students will receive training through this grant. Training was conducted by Stephanie Wilson and Megan Smedley. |

**Strategy2:**

Reading Proficiency - The school has adopted the use of the Odysseyware, Spark and Accelerated Reader Programs. While writing has been identified as schoolwide problem, reading is also a weakness. Based upon ancedotal evidence, teachers determined that much of the underlying cause of the writng deficiency is due to poor foundational reading skills. Spark is a research based program tied to Common Core Standards that has proven to improve student basic language skills when used with fidelity. Similarly, Odysseyware has been shown to improve student reading scores when used with fidelity. Accelerated Reader will be used to provide supplemental reading materials in order to provide additional rigor to the students' regular instruction.

Category: Continuous Improvement

Research Cited: Numerous studies point to the effectiveness of targeted instruction as a means of improving the academic performance of students.

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All teachers will received training in the use of Odysseyware and Spark prior to implementation of the programs. Additional support will be provided when necessary. | Academic Support Program | 05/30/2016 | 05/26/2017 | $3000 - State Funds | Principal or designee will determine who and where trainings will occur. |

# Executive Summary

# Introduction

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

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

# Description of the School

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

West Point is a very small and geographically isolated community in the northernmost part of Hardin County. It is separated from surrounding communities by Fort Knox and the Ohio and Salt Rivers. Given its sequestered location and small population of approximately 750 residents, the community is not able to attract many businesses to the area.

Founded in 1848, the school is actually the town's largest employer. The West Point Independent School District is a one school, school district serving the PK-8th grade students of the residents of West Point, Kentucky. Due to the inability to attract business to the town because of its isolation, West Point School is the heart and soul of this community. The residents of the community value the school so much, they are willing to pay the highest property tax rates in the state to keep the school open. Ironically, the West Point Independent School District is the smallest school district in the state.

Unfortunately, due to the inability to attract businesses to the community, many of the residents who live here do so due to the inexpensive housing in the community. Most people work outside of the confines of West Point. Many of these individuals are highly transient--bouncing between West Point and Meade, Jefferson, and Bullitt counties or following work. For example, during a recent renovation of the LG&E plant in Louisville, the school experienced a large influx of students whose parents worked on the renovation. When the work was finished, the students left with their parents onto the next big job. This left the school with a 25% decrease in enrollment over the preceding year.

# 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.**

West Points mission is to offer students a positive learning environment filled with high expectations. Our vision is" We are West Point working together to motivate and empower the leaders of tomorrow." Though small, we do our best to provide encouragement and resources for our students to be successful. This is often in stark contrast to the home-life many of our student experience each day. To combat the adverse effects of our students home lives, we have implemented the "Leader In Me" program to help build leaders in our school and in the community. With this and the support they receive from our staff and positive leaders in the community, it is our hope that the children of West Point will take pride in their community and school and go on to be productive young leaders in the future.

# 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.**

Over the last few years, West Point has made significant strides in academics. Accountability scores for the elementary school have increased each of the last three years. In addition, our middle school students demonstrated phenomenal growth this past year. Based upon data in the school report cards, our middle school students exhibited the second highest gains in the state in terms of their accountability scores. These gains resulted in our district being identified as a distinguished, high performing, high progress district.

We believe a major reason for our academic success can be traced to a marked improvement in the climate and culture of the school. As principal, I routinely hear how the school is a more inviting and welcoming place then it has been in the last several years. We believe this improved school community relationship has bolstered community support of the school and improved students' attitudes toward learning. An example of this relationship can be evidenced in an archaeological dig we are currently undertaking thanks to a KASA Student Impact Grant. The curator of the history museum and several community members have been vital to the success of our dig so far. This community support has served as motivation for our students who have been able to experience real world applications of the academic content they have received in the classroom. These types of learning experiences will enable us to fulfill our mission to "offer students a positive learning environment filled with high expectations."

While we are proud of these accomplishments, we still have plenty of work to do. In the future, we will focus our academic efforts on improving our standing at the elementary level in math, reading, writing, and language mechanics. In addition, we need to hit language mechanics hard with our middle school students as this is one of the areas where we feel that we underperformed.

Given the importance of this school to the community, however, we also need to do our part to give back to the city of West Point through service learning opportunities that benefit the residents of West Point and serve to raise up the community as a whole. This will enable us to achieve our vision "…to motivate and empower the leaders of tomorrow."

# Additional Information

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

We do feel like it is important to keep our stakeholders involved and we welcome parents to become volunteers here at the school. We have implemented the MAP(Measure academic progress) program which will allow us to monitor the progress of each student in the school throughout the year. We have implemented a PBIS program which provides universal expectations in each classroom, hallways, cafeteria,and gym. We give rewards on a weekly basis for those students who show leadership skills in the school and every nine weeks we give rewards to those who have had great academic success. We will be having an Accelerated Reader rewards for those students who excel in their reading and score well on their tests. Additionally, we have increased the number of extracurricular activities in which our students can participate. Currently we offer basketball, cheerleading, cross-country, archery, chess club, 4-H, Good News Club, girl power, academic team (Middle School) and Whiz Kids for our elementary students.  This year we were fortunate enough to receive a KASA Student Impact Grant and has enabled us to undertake an archaeological dig on our school grounds so that our students might develop a greater appreciation of the impact West Point has had on the history of Kentucky.