



Comprehensive School Improvement Plan

**Westridge Elementary
Franklin County**

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Introduction

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

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

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

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

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

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

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

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

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Phase I - Equitable Access to Effective Educators School Diagnostic

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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>

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Equitable Access to Effective Educators - School

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

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.

Noteworthy trends from the data include the high percentage of teachers with more than 4 years . Students will also have access to a staff with 38% that are Nationally Board Certified.

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.

Barrier - We have 50% of our students that are Free or Reduced lunch and 13% who are minority. Our Kprep scores show that we are not addressing our GAP population's needs. Many of our demographics have changed and our teachers, school, and systems have not changed with their needs

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

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

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

OR

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

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

Goal 1:

Westridge teachers and administrators will begin full implementation of the Teacher Professional Growth and Evaluation System

Measurable Objective 1:

collaborate to become familiar with the teaching and learning framework by 05/15/2015 as measured by the use of the framework with teachers..

Strategy1:

Professional Development - The principal will provide PD through faculty meetings for teachers to learn the framework. Through this teachers will know the goals and standards that align with PGES.

Category:

Research Cited:

Activity - Faculty meeting PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will use the framework for teaching and learning and the PGES materials to introduce teachers to the new PGES system.	Professional Learning	09/22/2014	05/22/2015	\$0 - General Fund	Principal

Phase I - The Missing Piece

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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.

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Stakeholders

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

Leadership and Curriculum /Instructional Committee

Jami McCoy - Art Teacher

Stephanie Emberton - Counselor

Brittany Beach - 3rd grade teacher

Andrea Cummins - 4th grade teacher

Leah Ahn - Parent

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Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

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Decision Making

Overall Rating: 2.29

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

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

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

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

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

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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Advocacy

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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 gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.67

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership 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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

Reflection

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

When thinking about my school's responses to these objectives, it is clear that we need to work more on training our parents and community members to be advocates for students. We need to create a structure that will develop parent leaders to guide new parents in our school. This will build community in our school and help new parents navigate their way.

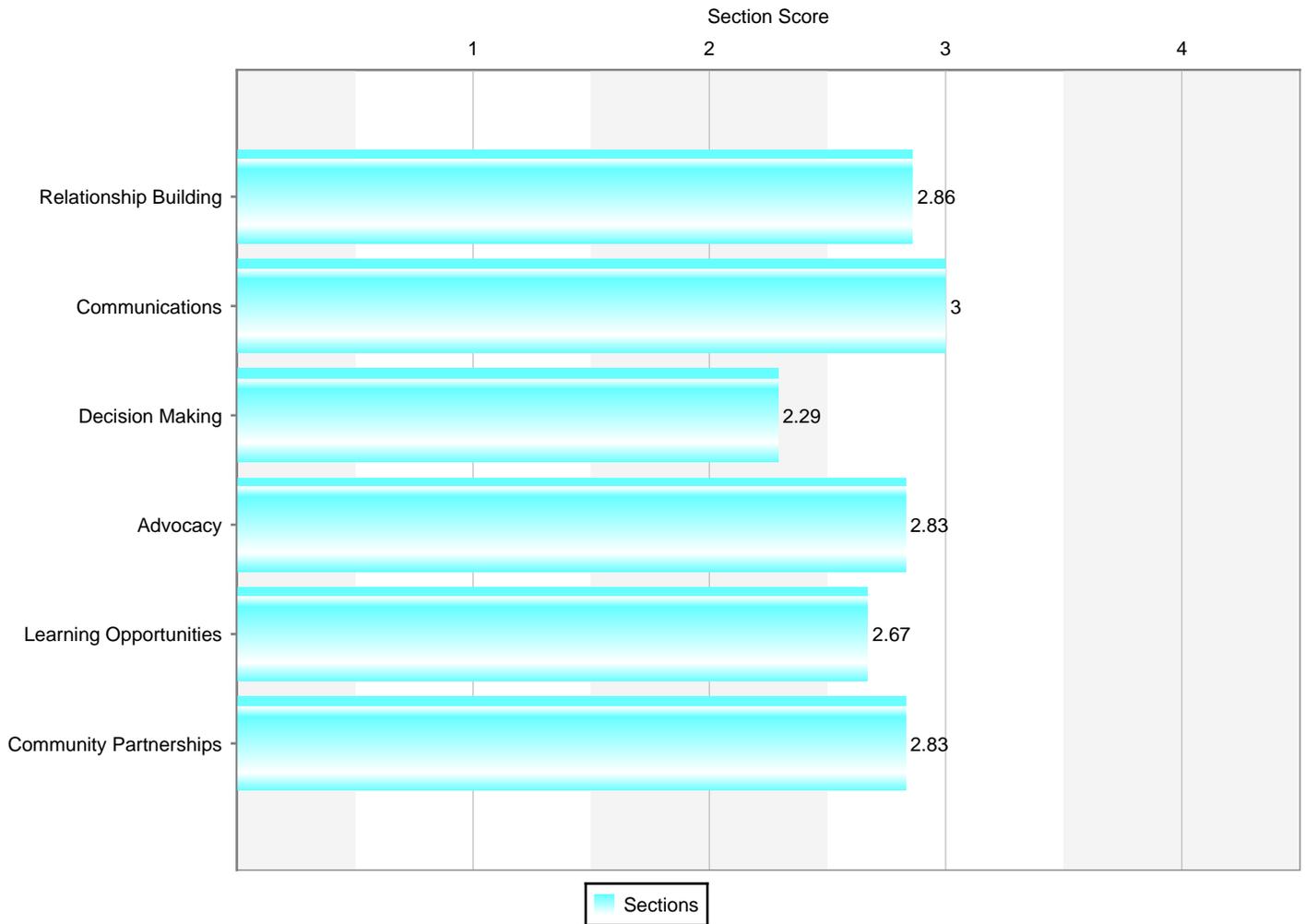
Our school is effective in the structures to identify students and inform parents of the student's IEP and intervention data and services.

We will also need to put in policy a survey and parent community feedback structure to ensure we are hearing the voices of all stakeholders so that we can make improvements based on their experiences.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

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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.

Various stake holders including parents, teachers, and students were involved in creating the improvement plan.

Parents - parents on SBDM committees, SBDM council, and PTO were present for analysis sessions of the data to create the plan. All Parents were invited to the open forum to revise and provide feedback about the plan as well as learn about the data.

Teachers - during faculty meeting we analyzed data and created ideas for the plans. SBDM committees in which all teachers are a part of also further analyzed the outcome from faculty meeting analysis to create a plan.

Students - grades 3-5 were given their data and had a session with the principal to discuss how they could help them reach their goals.

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

Parents- committee members, PTO offices and members, SBDM members, all parents present at the open forum were involved and were given our data and had a chance to use the ATLAS protocol to come up with notices, inferences, and implications.

Teachers - all staff and teachers used the ATLAS protocol to analyze the data and help create the plan.

Students - 3-5; given data, discussed and questioned data and gave improvement suggestions.

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

The final improvement plann was sent home in a weekly email. It was also discussed at PTO and at SBDM. It is posted on our website.

Phase I - Needs Assessment

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Introduction

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

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Data Analysis

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

What does the data/information not tell you?

We are trying to answer why our GAP students scored so poorly and how are we lacking meeting their needs and how can we decrease our novice students. The information tells us that we have not met their needs. 28.6% of our GAP kids were P/D in writing; 39.1 were P/D in reading and 39.8% were P/D in math; 45.5% in Language Mechanics, and 50% in social studies.

The information does not tell us if the issue was in the writing of the extended responses or the multiple choice.

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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?

We increase the amount of students with disabilities scoring distinguished. we will continue to use the assistive technology in our programing. We also increased the amount of distinguished in writing. We continue to have proficient arts/humanities and PLCS programs.

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Opportunities for Improvement

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

Our growth areas include improving the learning of our GAP students, novice students and our overall writing.

GAP- we have created spreadsheets of our GAP kids that we discuss during our weekly PLC meetings. We use the Dufour PLC model to enhance the effectiveness. We also ensure that our GAP kids are receiving intervention services by our Title 1 staff if needed and support by their teacher during the intervention block.

Novice Reduction - We are using IXL, Do the Math, and Reading/Writing Language of Numbers in intervention. We also are using AMath. For reading we are using Power Reading and LLI to improve our novice readers.

Writing - we have begun conducting research based Focus Friday small groups. kindergarten has been increasing their writing using the Sue kempton model. We have shifted out our writing mind frame to focus on language: talk-write-read. In our PLC's we created writing rubrics tied into our SGG's. We score and discuss the data together in our PLCs. We have also sent teacher to writing PD to share with staff.

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Conclusion

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

We will continue to work on improving our areas of concerns and assessing it's effectiveness throughout the year.

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Phase II - KDE Assurances - Schools

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Introduction

KDE Assurances - School

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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	We looked at various pieces of data including SNAP, MAP, AVMR, ABRI coding, KPREP	

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	Yes, we reviewed out time for core academic programs to ensure quality of learning time was adequate. All grade levels also have an intervention block.	

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

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

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

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

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

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

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

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

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

DRAFT

Phase II - KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

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

Goal 1:

Students at Westridge will increase average combined reading and math KPREP proficiency scores from a 49.5 to a 63.6.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency on Kprep in Mathematics by 05/24/2017 as measured by KPREP scores..

Strategy1:

Professional Learning - This strategy will work by improving the quality of instruction that teacher deliver in math. This strategy will be implemented through the district providing funds to have Professional learning to improve teachers understanding of number sense. This is a missing piece in our instruction and understanding of math.

Category: Professional Learning & Support

Research Cited: Griffin, S., Case, R., & Siegler, R. (1994). Rightstart: Providing the central conceptual prerequisites for first formal learning of arithmetic to students at risk for school failure. In K. McGilly (Ed.), Classroom lessons: Integrating cognitive theory and classroom practice (pp. 24–49). Cambridge, MA: MIT Press.

Griffin, S., & Case, R. (1997). Rethinking the primary school math curriculum: An approach based on cognitive science. Issues in Education, 3(1), 1–49

Bobis, J. (1996). Visualisation and the development of number sense with kindergarten children. In Mulligan, J. & Mitchelmore, M. (Eds.) Children's Number Learning : A Research Monograph of the Mathematics Education Group of Australasia and the Australian Association of Mathematics Teachers. Adelaide: AAMT

Sowder, J. (1988). Mental computation and number comparison: Their roles in the development of number sense and computational estimation. In Heibert & Behr (Eds.). Research Agenda for Mathematics Education: Number Concepts and Operations in the Middle Grades (pp. 192-197). Hillsdale, NJ: Lawrence, Erlbaum & Reston

Also reference:

The Math Learning Center

<http://www.mathlearningcenter.org/>

The Division of Educational Outreach at UWA

<http://www.uwa.edu/educationaloutreach>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

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The Common Core State Standards for Mathematics

<http://www.corestandards.org/the-standards>

Activity - Read and Write the Language of Numbers PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the BBY publishing Read and Write the Language of Numbers Pd in order to strengthen their understanding of number sense. The consultant will also be used for standards and planning with teachers. Teachers will begin implementing following the training. This will be monitored through walkthroughs, lesson plans, and PLCs.	Professional Learning	08/18/2016	05/24/2017	\$5200 - District Funding	Principal, Franklin County Board of Education

Goal 2:

Westridge will increase the percent of students who are P/D in reading on KPREP from a 53.6 to a 60.9.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) on KPREP in Reading by 05/20/2016 as measured by 2015-2016 KPREP scores.

Strategy1:

PD-reading - Teachers will be provided opportunities to improve guided reading, PLC, and thinking Strategies

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Guided reading PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to take part in guided reading PD provided by the district	Professional Learning	08/12/2015	05/20/2016	\$0 - No Funding Required	District Curriculum Coordinator

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Untrained teachers will become trained with the PEBC Thinking Strategies. This will improve the use of the workshop model and rigor in the classroom.	Professional Learning	09/24/2015	05/26/2017	\$4000 - General Fund	Principal

Goal 3:

Westridge will leverage resources in order to increase the home-school connection among our school families.

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Westridge Elementary

Measurable Objective 1:

collaborate to help secure the basic needs of all students to be ready to learn by 09/22/2017 as measured by Brigance .

Strategy1:

Community Resources- for K readiness - Families that have been identified as needing assistance with their basic needs will be given assistance as well as information pertaining to community resources.

Category: Other - Community Resources

Research Cited:

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will be invited to attend Kindergarten grade level meetings to assist with transition to kindergarten.	Professional Learning	10/19/2016	05/24/2017	\$0 - No Funding Required	preschool teacher, kindergarten teacher

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge community members with children ages 0-5 can participate in Born Learning Academy which will provide parents with tools to help improve kindergarten readiness.	Community Engagement	09/01/2016	05/01/2017	\$10000 - Grant Funds	Principal, FRC

Goal 4:

Primary students at Westridge Elementary improve their number sense.

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency on SNAP assessment in Mathematics by 05/26/2017 as measured by the spring SNAP assessment.

Strategy1:

Professional Development - PD will be conducted to improve teacher's understanding of developing number sense in students. It will also help them better assess number sense.

Category: Early Learning

Research Cited: curriculum alignment,

Activity - Reading and Writing the Language of Numbers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn about numeracy instruction in their classrooms in order to improve student number sense.	Professional Learning	02/15/2016	05/26/2017	\$4200 - District Funding	Franklin County School Board, Principal

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

Goal 1:

Students at Westridge will increase average combined reading and math KPREP proficiency scores from a 49.5 to a 63.6.

Measurable Objective 1:

65% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency score in Reading by 05/24/2017 as measured by Kprep scores.

Strategy1:

Differentiation in reading - Teachers will provide students with differentiated instruction in order to meet their needs. The differentiation plan is created during our PLCs.

Category: Continuous Improvement

Research Cited: Differentiation

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's to create common formative assessments and then analyzing the data and base their discussion on the 4 Dufour questions.	Academic Support Program	09/13/2016	05/24/2017	\$0 - No Funding Required	Teachers, Principals

Activity - Focus Friday - Reading Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will conduct a reading prompt at least once a month during Focus Friday's. They will be provided immediate feedback in order to improve their writing to proficiency by a teacher, staff member or volunteer.	Direct Instruction	08/24/2016	05/24/2017	\$0 - No Funding Required	Principal and Teachers

Measurable Objective 2:

61% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency on Kprep in Mathematics by 05/24/2017 as measured by KPREP scores..

Strategy1:

Professional Learning - This strategy will work by improving the quality of instruction that teacher deliver in math. This strategy will be implemented through the district providing funds to have Professional learning to improve teachers understanding of number sense. This is a missing piece in our instruction and understanding of math.

Category: Professional Learning & Support

Research Cited: Griffin, S., Case, R., & Siegler, R. (1994). Rightstart: Providing the central conceptual prerequisites for first formal learning of

Comprehensive School Improvement Plan

Westridge Elementary

arithmetic to students at risk for school failure. In K. McGilly (Ed.), Classroom lessons: Integrating cognitive theory and classroom practice (pp. 24–49). Cambridge, MA: MIT Press.

Griffin, S., & Case, R. (1997). Rethinking the primary school math curriculum: An approach based on cognitive science. *Issues in Education*, 3(1), 1–49

Bobis, J. (1996). Visualisation and the development of number sense with kindergarten children. In Mulligan, J. & Mitchelmore, M. (Eds.) *Children's Number Learning : A Research Monograph of the Mathematics Education Group of Australasia and the Australian Association of Mathematics Teachers*. Adelaide: AAMT

Sowder, J. (1988). Mental computation and number comparison: Their roles in the development of number sense and computational estimation. In Heibert & Behr (Eds.). *Research Agenda for Mathematics Education: Number Concepts and Operations in the Middle Grades* (pp. 192-197). Hillsdale, NJ: Lawrence, Erlbaum & Reston

Also reference:

The Math Learning Center

<http://www.mathlearningcenter.org/>

The Division of Educational Outreach at UWA

<http://www.uwa.edu/educationaloutreach>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

The Common Core State Standards for Mathematics

<http://www.corestandards.org/the-standards>

Activity - Read and Write the Language of Numbers PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the BBY publishing Read and Write the Language of Numbers Pd in order to strengthen their understanding of number sense. The consultant will also be used for standards and planning with teachers. Teachers will begin implementing following the training. This will be monitored through walkthroughs, lesson plans, and PLCs.	Professional Learning	08/18/2016	05/24/2017	\$5200 - District Funding	Principal, Franklin County Board of Education

Strategy2:

Differentiation - Teachers will use pre-test data to provide appropriate differentiation to meet the students needs.

Category:

Research Cited:

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Activity - Focus Friday - Math Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least One Friday a month students are given a math prompt during Focus Friday. During this time they will be provided individualized conferencing and feedback in order to improve their short answer.	Direct Instruction	08/24/2016	05/24/2017	\$0 - No Funding Required	Principal, teachers, FRC coordinator, and community members

Activity - Math differentiated program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be using Reflex math, Reading/Writing Language numbers, and Compass Learning to improve math program.	Academic Support Program	08/17/2016	05/24/2017	\$3100 - Other	Kimberly Young Intervention Staff

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge teachers partake in PLCs to create common assessments and analyze data using Dufour's 4 questions.	Academic Support Program	10/18/2016	05/24/2017	\$0 - No Funding Required	Teachers, Principal

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

Goal 1:

Westridge will leverage resources in order to increase the home-school connection among our school families.

Measurable Objective 1:

collaborate to help secure the basic needs of all students to be ready to learn by 09/22/2017 as measured by Brigance .

Strategy1:

Community Resources- for K readiness - Families that have been identified as needing assistance with their basic needs will be given assistance as well as information pertaining to community resources.

Category: Other - Community Resources

Research Cited:

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will be invited to attend Kindergarten grade level meetings to assist with transition to kindergarten.	Professional Learning	10/19/2016	05/24/2017	\$0 - No Funding Required	preschool teacher, kindergarten teacher

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Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge community members with children ages 0-5 can participate in Born Learning Academy which will provide parents with tools to help improve kindergarten readiness.	Community Engagement	09/01/2016	05/01/2017	\$10000 - Grant Funds	Principal, FRC

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

Goal 1:

Westridge will leverage resources in order to increase the home-school connection among our school families.

Measurable Objective 1:

collaborate to help secure the basic needs of all students to be ready to learn by 09/22/2017 as measured by Brigance .

Strategy1:

Community Resources- for K readiness - Families that have been identified as needing assistance with their basic needs will be given assistance as well as information pertaining to community resources.

Category: Other - Community Resources

Research Cited:

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will be invited to attend Kindergarten grade level meetings to assist with transition to kindergarten.	Professional Learning	10/19/2016	05/24/2017	\$0 - No Funding Required	preschool teacher, kindergarten teacher

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge community members with children ages 0-5 can participate in Born Learning Academy which will provide parents with tools to help improve kindergarten readiness.	Community Engagement	09/01/2016	05/01/2017	\$10000 - Grant Funds	Principal, FRC

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

Goal 1:

5th Grade students will increase their On Demand writing scores from a 28.6% Proficient/Distinguished to 50% P/D.

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Measurable Objective 1:

50% of Fifth grade students will demonstrate a proficiency in On Demand writing in Writing by 05/26/2017 as measured by 5th Grade On Demand KPREP scores..

Strategy1:

Whole School Writing Plan - Through this strategy all grade levels will have a more cohesive plan for writing as they move through the grade levels. The plan will encompass On Demand expectations as well as narrative, opinion, and informational. By creating a school wide plan, the writing language, organizers, and expectations will become a common part of our school learning culture.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Folder Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers review other grade level writing folders. They provide feedback to help improve the writing in the other grade levels.	Professional Learning	08/17/2016	05/24/2017	\$0 - No Funding Required	Curriculum and Instruction, All teachers, Media Specialist

Activity - School Wide Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire school takes part in school wide writing prompts. This engages all grade levels in a common writing theme. Their writing is shared over announcements and displayed around the school. Parents and Community members get to see their writing as they walk into the building. Writing Prompts are created for, but are not limited to, events such as Patriot's Day and Veteran's Day.	Other	08/17/2016	05/01/2017	\$0 - No Funding Required	Principal, FRC Coordinator

Strategy2:

Professional Development for teachers - Teachers will complete professional development in the appropriate types of writing for on demand and constructed responses. Teachers will also be provided resources to improve their writing instruction.

Category:

Research Cited: Writing to demonstrate learning.

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be sent to writing PD around to help with our writing core. Teachers will also meet in PLCs to develop writing rubrics to guide their instruction and improve student learning.	Professional Learning	08/17/2016	05/24/2017	\$300 - School Council Funds \$500 - Other	Principal, Title 1 teacher, Teachers

Goal 2:

Westridge Elementary School will decrease the percent of Gap students who scored novice in reading by 10% from 25.4 students to 22.

Measurable Objective 1:

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A 10% decrease of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency by decreasing the number of novice students in Reading by 05/24/2017 as measured by the reduction of novice students.

Strategy1:

PD for teachers - Teachers will be provided various PD in the area of reading in order to increase student success.

Category: Professional Learning & Support

Research Cited: Feedback, Non-Fiction, Thinking Strategies, District

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, teachers will be given opportunities to attend 2-4 day Thinking Institutes provided by PEBC. Teachers will also have the option of observing PEBC teachers in Franklin County. This will allow them to grow in their own practices of the workshop model and development of a more student led classroom.	Professional Learning	11/23/2016	05/24/2017	\$6000 - Title I Schoolwide \$3000 - Other	Principal

Activity - Guided Reading PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Julie Dicken will work with teachers to assess and improve their guided reading groups.	Professional Learning	11/03/2016	05/24/2017	\$0 - No Funding Required	Julie Dicken, Kimberly Young, teachers

Goal 3:

Students at Westridge will increase average combined reading and math KPREP proficiency scores from a 49.5 to a 63.6.

Measurable Objective 1:

65% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency score in Reading by 05/24/2017 as measured by Kprep scores.

Strategy1:

Differentiation in reading - Teachers will provide students with differentiated instruction in order to meet their needs. The differentiation plan is created during our PLCs.

Category: Continuous Improvement

Research Cited: Differentiation

Activity - Focus Friday - Reading Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will conduct a reading prompt at least once a month during Focus Friday's. They will be provided immediate feedback in order to improve their writing to proficiency by a teacher, staff member or volunteer.	Direct Instruction	08/24/2016	05/24/2017	\$0 - No Funding Required	Principal and Teachers

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's to create common formative assessments and then analyzing the data and base their discussion on the 4 Dufour questions.	Academic Support Program	09/13/2016	05/24/2017	\$0 - No Funding Required	Teachers, Principals

Measurable Objective 2:

61% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency on Kprep in Mathematics by 05/24/2017 as measured by KPREP scores..

Strategy1:

Differentiation - Teachers will use pre-test data to provide appropriate differentiation to meet the students needs.

Category:

Research Cited:

Activity - Math differentiated program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be using Reflex math, Reading/Writing Language numbers, and Compass Learning to improve math program.	Academic Support Program	08/17/2016	05/24/2017	\$3100 - Other	Kimberly Young Intervention Staff

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge teachers partake in PLCs to create common assessments and analyze data using Dufour's 4 questions.	Academic Support Program	10/18/2016	05/24/2017	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Professional Learning - This strategy will work by improving the quality of instruction that teacher deliver in math. This strategy will be implemented through the district providing funds to have Professional learning to improve teachers understanding of number sense. This is a missing piece in our instruction and understanding of math.

Category: Professional Learning & Support

Research Cited: Griffin, S., Case, R., & Siegler, R. (1994). Rightstart: Providing the central conceptual prerequisites for first formal learning of arithmetic to students at risk for school failure. In K. McGilly (Ed.), Classroom lessons: Integrating cognitive theory and classroom practice (pp. 24–49). Cambridge, MA: MIT Press.

Griffin, S., & Case, R. (1997). Rethinking the primary school math curriculum: An approach based on cognitive science. Issues in Education, 3(1), 1–49

Bobis, J. (1996). Visualisation and the development of number sense with kindergarten children. In Mulligan, J. & Mitchelmore, M. (Eds.) Children's Number Learning : A Research Monograph of the Mathematics Education Group of Australasia and the Australian Association of Mathematics Teachers. Adelaide: AAMT

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Sowder, J. (1988). Mental computation and number comparison: Their roles in the development of number sense and computational estimation. In Heibert & Behr (Eds.). Research Agenda for Mathematics Education: Number Concepts and Operations in the Middle Grades (pp. 192-197). Hillsdale, NJ: Lawrence, Erlbaum & Reston

Also reference:

The Math Learning Center

<http://www.mathlearningcenter.org/>

The Division of Educational Outreach at UWA

<http://www.uwa.edu/educationaloutreach>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

The Common Core State Standards for Mathematics

<http://www.corestandards.org/the-standards>

Activity - Read and Write the Language of Numbers PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the BBY publishing Read and Write the Language of Numbers Pd in order to strengthen their understanding of number sense. The consultant will also be used for standards and planning with teachers. Teachers will begin implementing following the training. This will be monitored through walkthroughs, lesson plans, and PLCs.	Professional Learning	08/18/2016	05/24/2017	\$5200 - District Funding	Principal, Franklin County Board of Education

Goal 4:

Westridge will leverage resources in order to increase the home-school connection among our school families.

Measurable Objective 1:

collaborate to help secure the basic needs of all students to be ready to learn by 09/22/2017 as measured by Brigance .

Strategy1:

Community Resources- for K readiness - Families that have been identified as needing assistance with their basic needs will be given assistance as well as information pertaining to community resources.

Category: Other - Community Resources

Research Cited:

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Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westridge community members with children ages 0-5 can participate in Born Learning Academy which will provide parents with tools to help improve kindergarten readiness.	Community Engagement	09/01/2016	05/01/2017	\$10000 - Grant Funds	Principal, FRC

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will be invited to attend Kindergarten grade level meetings to assist with transition to kindergarten.	Professional Learning	10/19/2016	05/24/2017	\$0 - No Funding Required	preschool teacher, kindergarten teacher

Goal 5:

Primary students at Westridge Elementary improve their number sense.

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency on SNAP assessment in Mathematics by 05/26/2017 as measured by the spring SNAP assessment.

Strategy1:

Professional Development - PD will be conducted to improve teacher's understanding of developing number sense in students. It will also help them better assess number sense.

Category: Early Learning

Research Cited: curriculum alignment,

Activity - Reading and Writing the Language of Numbers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn about numeracy instruction in their classrooms in order to improve student number sense.	Professional Learning	02/15/2016	05/26/2017	\$4200 - District Funding	Franklin County School Board, Principal

Strategy2:

Thinking Strategies in math - Teachers will use the thinking strategies in their math instruction mainly focusing on visualization. They will use more hands on activities to develop a deeper understanding of numbers.

Category: Integrated Methods for Learning

Research Cited: PEBC, The National Center for Accessing the

General Curriculum (2001), Hartshorn & Boren, 1990, Suydam & Higgins, 1977)

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Activity - Pebc Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Thinking Strategies to enhance their teaching/instruction of visualization using concrete models in math to improve number sense in primary grades. BBY publishing will provide the training PEBC coaches will provide training Instructional Coach, teacher leaders, and Principal will lead the books studies to address math instruction with the focus of building number sense. Thinking Strategies cadre will conduct walkthroughs and debriefs in others classrooms.	Academic Support Program	11/13/2015	05/26/2017	\$3000 - District Funding	Principal, District, instructional coach, PEBC leaders, teacher leaders

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Westridge Elementary School will decrease the percent of Gap students who scored novice in reading by 10% from 25.4 students to 22.

Measurable Objective 1:

A 10% decrease of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency by decreasing the number of novice students in Reading by 05/24/2017 as measured by the reduction of novice students.

Strategy1:

Feedback on short answer - Teachers will develop short answer and extended response questions in the area of reading, to be given to students on "Focus Friday's". Upon completion of the writing prompt, students will be broken into small groups and receive coaching to proficiency from their teachers, immediate feedback.

Category: Continuous Improvement

Research Cited: Writing to demonstrate learning and small group instruction.

Activity - Focus Friday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will get immediate feedback and individualized conferences once a week to help improve their short answer writing abilities.	Direct Instruction	11/23/2016	05/24/2017	\$300 - School Council Funds	Principal, Literacy Coordinator, and Instructional Coach, FRC

Strategy2:

PD for teachers - Teachers will be provided various PD in the area of reading in order to increase student success.

Category: Professional Learning & Support

Research Cited: Feedback, Non-Fiction, Thinking Strategies, District

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Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, teachers will be given opportunities to attend 2-4 day Thinking Institutes provided by PEBC. Teachers will also have the option of observing PEBC teachers in Franklin County. This will allow them to grow in their own practices of the workshop model and development of a more student led classroom.	Professional Learning	11/23/2016	05/24/2017	\$3000 - Other \$6000 - Title I Schoolwide	Principal

Activity - Guided Reading PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Julie Dicken will work with teachers to assess and improve their guided reading groups.	Professional Learning	11/03/2016	05/24/2017	\$0 - No Funding Required	Julie Dicken, Kimberly Young, teachers

Measurable Objective 2:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a behavior students will increase their vocabulary acquisition in English Language Arts by 05/17/2017 as measured by MAP.

Strategy1:

Phonic program - Teachers will implement Phonics Dance program to increase our Phonics Dance.

Category: Learning Systems

Research Cited:

Activity - Phonics Dance PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will go through PD on K-2 on Phonics Dance.	Professional Learning	10/01/2016	05/24/2017	\$1000 - Other	Principal, teachers

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:

5th Grade students will increase their On Demand writing scores from a 28.6% Proficient/Distinguished to 50% P/D.

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Westridge Elementary

Measurable Objective 1:

50% of Fifth grade students will demonstrate a proficiency in On Demand writing in Writing by 05/26/2017 as measured by 5th Grade On Demand KPREP scores..

Strategy1:

Whole School Writing Plan - Through this strategy all grade levels will have a more cohesive plan for writing as they move through the grade levels. The plan will encompass On Demand expectations as well as narrative, opinion, and informational. By creating a school wide plan, the writing language, organizers, and expectations will become a common part of our school learning culture.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Folder Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers review other grade level writing folders. They provide feedback to help improve the writing in the other grade levels.	Professional Learning	08/17/2016	05/24/2017	\$0 - No Funding Required	Curriculum and Instruction, All teachers, Media Specialist

Activity - Focus Friday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will work within their PLC to develop content focused questions with an appropriate rubric to be given on "Focus Friday's". Community volunteers, support staff and teachers are divided among the classes to host a small group. Using community volunteers allows students to recognize how important writing is outside of the classroom. The students will then be divided into small groups teaching research based writing interventions as well as leading the development of all answers to reach the proficient and/or distinguished level. The students will receive immediate feedback and coached to proficiency. They will then graph their data and analyze their growth over the year.	Direct Instruction	08/01/2016	05/24/2017	\$0 - No Funding Required	Principal, teachers/staff/volunteers,

Activity - School Wide Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire school takes part in school wide writing prompts. This engages all grade levels in a common writing theme. Their writing is shared over announcements and displayed around the school. Parents and Community members get to see their writing as they walk into the building. Writing Prompts are created for, but are not limited to, events such as Patriot's Day and Veteran's Day.	Other	08/17/2016	05/01/2017	\$0 - No Funding Required	Principal, FRC Coordinator

Strategy2:

Writing ESS tutoring - After school tutoring will be provided for 5th grade students with the highest need in writing.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Westridge Elementary

Activity - On Demand Writing ESS tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our lowest performing 5th grade students will have the option of On Demand writing tutoring after school.	Academic Support Program	12/01/2016	05/03/2017	\$1000 - Other	Principal, 5th Grade Teachers

Strategy3:

Professional Development for teachers - Teachers will complete professional development in the appropriate types of writing for on demand and constructed responses. Teachers will also be provided resources to improve their writing instruction.

Category:

Research Cited: Writing to demonstrate learning.

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be sent to writing PD around to help with our writing core. Teachers will also meet in PLCs to develop writing rubrics to guide their instruction and improve student learning.	Professional Learning	08/17/2016	05/24/2017	\$500 - Other \$300 - School Council Funds	Principal, Title 1 teacher, Teachers

Goal 2:

The Coordinated Health Committee will be working towards improving the overall wellness of Westridge.

Measurable Objective 1:

collaborate to improve the overall wellness of Westridge by 05/24/2017 as measured by PLCS program Review.

Strategy1:

Coordinated Health Committee - The CHC will meet quarterly to monitor and discuss the improvement of the wellness action plan.

Category: Management Systems

Research Cited:

Activity - PD for PLCS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided PD on the Health and PE Program Review	Professional Learning	08/03/2016	05/24/2017	\$0 - No Funding Required	Kimberly Young, Coordinated health Committee

Goal 3:

Westridge will have a distinguished arts program.

Measurable Objective 1:

collaborate to improve our arts/humanities program by 05/24/2017 as measured by Arts/ Humanities program review.

Comprehensive School Improvement Plan

Westridge Elementary

Strategy1:

Arts embedded PD - The arts teachers will collaborate with the teachers to provide a distinguished art program.

Category: Professional Learning & Support

Research Cited:

Activity - Professional learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will collaborate with teachers to improve our arts program to distinguished	Professional Learning	11/10/2016	05/23/2018	\$0 - Other	arts teachers, principals

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Executive Summary

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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.

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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?

Westridge Elementary has about 400 students. It is in a rural part of Franklin County. Over the past few years we have seen an increase in the lack of readiness our kids have had when they come to Westridge in kindergarten.

Our population is 13% minority, 2.2% ESL, 50% Free/Reduced lunch. We have 16 classrooms and 2 minority staff members.

Our school values its many extra-curricular activities. We are focused on providing experiences and opportunities to reach all students. We have a world-renowned archery program, an excellent annual musical, basketball teams, STLP, Chorus, Academic Team, and instrument ensemble. To reach those kids who can't stay for extra-curricular activities, we have a club day once a month. This gives students the opportunity to be paired with staff throughout the building to be a part of a group and meet others from various grades.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission

Reach every child, family, and the community through:

- 21st Century teaching practices
- extensive extra-curricular activities
- meaningful academic relationships
- targeted outreach opportunities

Belief Statements

Westridge is continuously working towards every:

- child being involved in a club or activity
- child being exposed to the STEM based activities
- child using thinking strategies in academic and social development
- family/community member feeling welcomed to participate in outreach and educational opportunities
- family/community member being informed and educated about the successes of Westridge

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.

Westridge over the past three has been categorized as a proficient/progressing and distinguished/progressing school. This past year we dropped to a needs improvement categorization. We are working on our writing, GAp, and novice reduction to improve. In the next three years we are striving to strengthen our writing core, improve our reading, and keep improving with our math growth.

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Additional Information

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

Westridge has been awarded a Welcoming School by the International Alliance of Invitational Education. This speaks highly of the sense of community and welcoming nature of the students and staff.

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