Comprehensive School Improvement

Plan

Tollesboro Elementary School

Lewis County

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CSIP 2016-2017 updated

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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.		schoolequity

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.

TES has a very large population of Free and Reduced lunch. The vast majority of teachers have several years of experience. The principal of the building is in his 3rd year.

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.

We have a large population of free/reduced lunch students. Many of these students come from homes where there is little support at the home level and/or a portion of these students also received special education services and even with those services they are still having a difficult time getting out of the novice category.

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. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity

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:

Increase student achievement, teacher retention, and parental involvement by following all district hiring, recruitment, and retention policies to ensure that all students are taught by HQ and adequately trained classified and certified staff

Measurable Objective 1:

collaborate to follow recruitment, retention, hiring, and continuous professional learning policies and practice for all staff, certified and classified, aligned with those of the district by 06/01/2017 as measured by   policies and procedures, hiring records and professional learning sign in sheets.

Strategy1:

Professional Learning - District Leadership Network will survey staff to determine professonal learning needs to develop, plan, and implement Professional Learning Plan that will address staff needs.

Category:

Research Cited:

Activity - Summer Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete District and School Professional Learning activities.	Professional Learning	07/01/2015	06/01/2018	$300 - District Funding	District Leadership Network Principal Assistant Principal

Goal 2:

The percentage of certified staff at Tollesboro Elementary will stay at 100% in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to increase the number of principals, assistant principals, and peer observers certified for observations by 07/01/2018 as measured by number of principals and assistant principals passing/proficient, and number of peer observers certified as determined by Teachscape..

Strategy1:

PGES Certification - Principals, assistant principals, and peer observers will work through and successfully complete Teachscape modules

Category:

Research Cited: Danielson, et al.

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES will develop and implement a plan for all certified staff to be trained in the Framework for Teaching so that teacher/leader effectiveness improves.	Professional Learning	03/01/2014	07/01/2020	$200 - School Council Funds	Principal District personnel

Measurable Objective 2:

collaborate to increase the number of principals proficient in determining the level of teacher effectiveness and evaluation and coaching by 07/01/2017 as measured by Teachscape .

Strategy1:

Certification - Principals and assistant principal will work through and successfully complete Teachscape modules

Category:

Research Cited:

Activity - TPGES Scale Up #1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school principal will determine first round peer observers and observees	Career Preparation/ Orientation	08/01/2015	07/01/2020	$0 - No Funding Required	Principal

Activity - TPGES Scale Up #3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district/school will provide release time for new peer observers to work with current peer observers at Tollesboro Elementary School or peer observers from around the district.	Career Preparation/ Orientation	05/05/2014	06/01/2020	$0 - No Funding Required	Principal Central Office staff Teachers

Activity - TPGES Scale Up # 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will participate in PLC, deptartment, team, and/or grade level groups to work on identified areas of need.	Career Preparation/ Orientation	07/01/2015	07/01/2020	$0 - No Funding Required	Principal Certified staff

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Activity - TPGES Scale Up #4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will examine the Framework for Teaching (TPGES) at faculty/grade level meetings on set schedule determined by school	Career Preparation/ Orientation	01/01/2015	07/01/2020	$0 - No Funding Required	Principal Assistant Principal

Activity - TPGES Scale Up #6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will develop the following: self assessment, student growth goals, and personal growth plans.	Career Preparation/ Orientation	07/01/2015	07/01/2020	$0 - No Funding Required	Principal All certified teachers

Activity - TPGES Scale Up #2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will be trained to be peer observers by using PD 360 videos	Career Preparation/ Orientation	05/01/2014	07/01/2020	$0 - No Funding Required	Principal Teachers

Activity - Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectivenesss by completing observation modules and passing certification/re-calibration exam	Career Preparation/ Orientation	08/01/2015	07/01/2020	$500 - Title II Part A	Principal

Measurable Objective 3:

collaborate to ensure that stakeholders participate in scale up planning and implementation so that all staff have input in PGES by 07/01/2017 as measured by creation of an interim evaluation plan and full implementation of PGES in all Lewis County Schools .

Strategy1:

Interim Evaluation Plan Development - Staff from all Lewis County Schools, designated to serve on Evaluation Committee, will meet to examine and discuss the timeline nad procedures for phasin in the PGES and phasing out our current Evaluation plan and protocol. (TES will select one teacher to serve on district committee that will plan and discuss model plans that have been released by KDE)

Category:

Research Cited:

Activity - PGES creation and approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evaluation Committee will meet on a publicized schedule to develop plans and procedures for full implemenation of PGES. Members of the committee will be responsible for communicationg the plan throughout its stages of development to their constituents. District personnel will inform the BOE of plan progress until there is a workable plan. Once the plan and its procedures have been developed, district personnel will present to the BOE for approval.	Policy and Process	08/01/2013	08/01/2020	$0 - No Funding Required	District personnel school teacher representative

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?

Woody Underwood, Principal

Emily Marshall, Assistant Principal

Lori O'Keefe, Guidance Counselor

Christy Manning, Teacher and SBDM member

Kaycee Christy, Teacher and Peer Observer

Jera Case, Teacher and SBDM member

Kenton Carpenter, Teacher

Rebecca Litton, Teacher

Stephanie Brannon, Teacher

Crystal Thayer, Teacher

Amanda Underwood, Teacher

Brenda Smyke, Teacher

Sharon Gatherwright, Teacher

Kelly Acevedo, Teacher/Peer Observer

Anne Stanfield, Teacher

Robin Ruggles, Teacher

Donna Short, Special Education Teacher

Charity Stout, Special Education Teacher and SBDM member

Suzanne Pick, Art Teacher, Program Review Leader

Jessie Holt-PE/Health Teacher/Program Review Leader/ Peer Observer

Mike Kennedy- FRYSC Coordinator

Kim Wallingford-Secretary

Rebecca Arnold, Parent and SBDM member

Bree Lung, Parent and SBDM member

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	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.	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: 2.71

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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

Advocacy

Overall Rating: 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: 2.17

	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 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 some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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: 2.67

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

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.

Building Relationships

Relationship building is getting better at TES. It is getting better among teachers and parents a like. Our new ranking of being a distinguished school has really helped form a bond. Other efforts have taken place to join the community and the school closer together. We understand how important this is and will continue to grow. We use the app Remind, weekly newsletters, positive notes and behaviors notes home, send monthly updates on progress, call parents and email throughout the year. We also schedule meetings if needed with parents to discuss progress.

Communications

The level of communication has increased at TES. Our newsletters are going out weekly in the paper, more teacher are sending things home, parent portal numbers are increasing, Remind 101 participants are increasing, PTC and open house sign-in sheets are becoming filled up more than ever. Many teachers are placing communication with families as their growth goal which in return makes them mindful of reaching out to parents.

Decision Making

TES makes decisions based on the needs of our students, through teacher input and data from various assessments given throughout the year.

RTI times are scheduled at the same time for primary and intermediate grades to allow students to be placed/moved according to student ability.
The common times also allows for various staff members to work with smaller groups of children to best suit their needs.

The programs we use are aligned with common core in both reading (Scott Foresman) and math (Go Math). Teacher feedback/input and student needs are used when deciding on other programs that are not selected district-wide. (i.e. IXL)

The schedule is set up in such a way, that allows common planning among grade-levels. This aides in collaboration of Core lessons, RTI lessons, and gives teachers time to reflect upon data in order to drive our instruction.

Advocacy

We ensure each child has an advocate or someone who can speak up for them (at home and at school) by maintaining daily communication with parents/caregivers. We make referrals to the necessary personnel/programs such as: school counselor, comprehend, family resource center, special education, various therapy programs (speech, physical, occupational, etc.).

Learning Opportunities

TES offers a wide variety of learning opportunities . We have the core classes such as language arts and math and social studies. We ensure all students receive planned instruction in the arts such as visual art, music, drama and dance. We also incorporate library and computer skills and Health and PE. Students are offered extracurricular activities such as football, basketball and baseball. There are numerous guests offering a variety of learning opportunities; a traveling drama group sponsored by PTO performs for the entire student body, giving them an opportunity to experience live drama and music, we have a Christmas music program in which students have an opportunity to perform, numerous guests present through the PLVS program, an opportunity to practice finance management if presented through the dollars and cents program, and the fifth graders annually travel to a close by town to visit a planetarium and a museum. Sixth graders travel to a local state park and study geology in caves. In addition to these things, most staff take any learning opportunity available to teach the kids of TES, because they care.

Here at TES we have guest speakers, such as a scientist that come in to discuss energy topics as well as careers. We have also had The Science Mobile Bus where students learn about a science topic and get hands-on experiences. The students are exposed to 4H and Conservation topics from the community. Each year a theater production comes to school to address different types of drama. Teachers are exposed to various professional development opportunities and then bring the information and strategies back into their classroom to implement. The students are given the opportunity to attend ESS after school for reinforcement of content. Students are also exposed to various educational topics beyond their content on the academic team and in the gifted and talented program. All students are exposed to the arts and humanities through art and music classes. Students have access to online educational programs such as IXL, Lexia, Reading Plus, Power My Learning, Kahoots, Accelerated Reading Program, Go Math, Flovocabulary in the classroom, as well as other sites indicated by various teachers for content specific games and programs. The school also offers RTI programs for students who are struggling and need extra help or time to grasp a concept. Students are also exposed to a variety of programs brought into the school from the community such as Veterans, Dollars and Sense, and etc.. that help them with life skills, cultural expectations and experiences.

Community Partnerships

TES works with the community in various capacities. Our Parent Teacher organization provides support to the school to allow the students to have access to programs, events and helps with purchasing of equipment that teachers do not have the classroom funds to buy themselves. Our school also welcomes in such organizations as: 4-H, Conservation Officer, Jessie Nelson, Buffalo Trace Health Department, Fire Department and Police departments. We also work closely with the Lewis County health department who provides contracts allowing us to have a full time school nurse. Local business are supportive when donations are need for such events as fall festival. Community members are also welcomed into our school for annual festivities such as our Veteran's Day Assembly and all parents and community members are welcome at parent teacher conferences, graduations and awards days.

Continue to bring in guest speakers and volunteers(Veteran's Day Program, Plays, Fire Safety, PTO, Dollars and Sense, 4-H programs, Plastic Lid Recycling Program, Canned Food Drive, Coat Drive, Box Top Collection, Fall Festival, SBDM, Title I, grandparent volunteers, Book Fair Family Night, Kindergarten and 6th grade graduation, Awards Day, using the Marquee as a means of community communication.

Our school is very fortunate that when extended an invitation, community members, are supportive of our endeavors at TES.

By allowing community partners/agencies the opportunity to be involved in program such as; safety day, career day, Dollars & Sense, and other enrichment programming. Likewise, students could be more involved with the community by display of their work throughout the community.

Report Summary

Scores By Section

Section Score

Relationship Building	3
Communications	2.71
Decision Making	2.29
Advocacy	2.83
Learning Opportunities	2.17
Community Partnerships	2.67
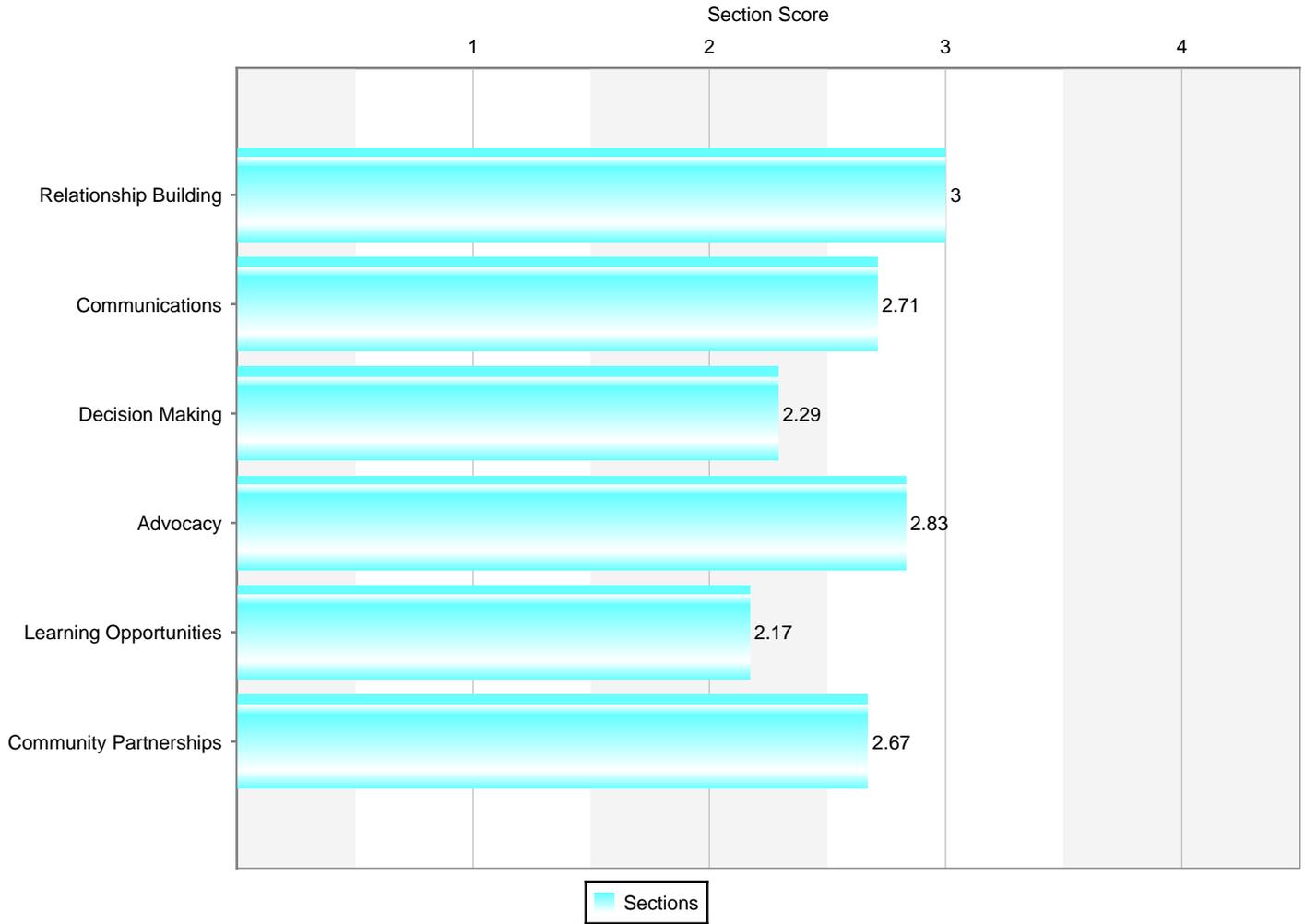
Sections

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.

Phase 1

Mr. Underwood reviewed the most recent KPREP and school data with the teachers in a team meeting. At that point he started to make changes to the goals from the 2015-2016 CSIP. Once those edits were made he had it posted to the school webpage for teacher and public access.

Phase 2

Teachers from TES attended a workday in which they were divided into teams to discuss the school improvement plan as well as the missing piece. This was held on 11/7/2016. In addition to these teachers the school secretary, FRYSC coordinator, school counselor, school administration team were in on the discussion. The teachers were divided by content areas to discuss the school improvement planning portion they had access to the school report card to analyze the data. Teachers also gave input in team meetings leading up to this official workday.

Phase 3

Based upon Phase 2 edits were made and and additions were placed in the ASSIST document for the upcoming 2016-2017 CSIP. The CSIP was presented to the council on 11/21/2016 for approval with possible revisions pending an upcoming district administration workday. That workday was held on 11/23/2016 and additions were placed in ASSIST as well as the most recent goals portion of the CSIP was emailed to be uploaded on the school webpage.

Phase 4

The entire CSIP including all companion documents will then be emailed to the Superintendent, Instructional Supervisor and SBDM members for final review. The CSIP will be taken to the SBDM for approval before submission. All stakeholders will be informed through school level texting communication, school website post, signs on the front door, and information on the outdoor sign.

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

Woody Underwood, Principal

Emily Marshall, Assistant Principal

Lori O'Keefe, Guidance Counselor

Christy Manning, Teacher and SBDM member

Kaycee Christy, Teacher and Peer Observer

Jera Case, Teacher and SBDM member

Kenton Carpenter, Teacher

Rebecca Litton, Teacher

Stephanie Brannon, Teacher

Crystal Thayer, Teacher

Amanda Underwood, Teacher

Brenda Smyke, Teacher

Sharon Gatherwright, Teacher

Kelly Acevedo, Teacher/Peer Observer

Anne Stanfield, Teacher

Robin Ruggles, Teacher

Donna Short, Special Education Teacher

Charity Stout, Special Education Teacher and SBDM member

Suzanne Pick, Art Teacher, Program Review Leader

Jessie Holt-PE/Health Teacher/Program Review Leader/ Peer Observer

Mike Kennedy- FRYSC Coordinator

Kim Wallingford-Secretary

Rebecca Arnold, Parent and SBDM member

Bree Lung, Parent and SBDM member

Jennie Enix, Instructional Supervisor

All the following had a part in creating the missing piece document, updating the goals in the CSIP plan, and giving guidance on how to complete the equity portions of the CSIP.

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

Method-Advertised to the public through the use of the school website, text feature, school calendar located inside the building, the school sign in the parking lot, the local newspaper and radio.

Frequency-Daily on sign, website, radio, and school calendar in the lobby. Weekly on the text feature and newspaper

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?

Questions: What are the areas of strength? What needs to be improved? The data tells us the breakdown of grades, gender, free/reduced lunch, gap groups, content level, program reviews, categorical and percentile growth, and novice reduction. The data does not tell us how short answer questions and extended response questions factor in for each part of the state assessment.

Please see below for a basic overview of the data:

Reading

-Overall we are back on the rise both in overall achievement 61.4 gap 46.2 which is the highest is has been in 3 years and student growth percentile 68.9. Categorical growth also was up at 59.7. Overall we are increasing Distinguished students and reducing our Novice. 100% of our novice reduction target was met for reading.

Math

-Overall we are back on the rise both in overall achievement at 64.8 the highest is has been in 3 years. It is also the highest gap score at 44.6 in the past 3 years. Our student growth percentile at 76.5 has outperformed any of the past years almost 10 pts and categorical growth came in at 63.9. Overall we are increasing Distinguished students and reducing our Novice. 100% of our novice reduction target was met for math.

Social Studies

-A slight increase from last year but still down nearly 6% from two years ago. Gap scores up just a bit from a 30 to 32 although still several points behind two years ago where they were at 44.4. Novice has been reduced and distinguished is up just a bit. Social studies is an area of concern and major changes has taken place this year to address that need.

Writing

-Writing has improved from last year by almost 4 pts and gap by 2 pts although still down from two years ago. Novice was reduced by almost 4% and distinguished increase by almost 6 percent.

Lang. Mech.

-Stayed at 54.1 for the two prior years and jumped to 60.6 this past year. Novice was reduced by nearly 6% and and distinguished increased nearly 8%. The gap group out performed all prior gap groups coming in at 42.7.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of Strength:

Writing: Across content/grade levels common expectations regarding writing have been developed and adhered to. Short answer responses have been a primary focus with a minimum number expected to completed weekly by each student within specific content/grade levels. All student work is scored using a common rubric.

Reading: Angela Hilterbrand strategies have been embedded into core/intervention ELA classes across grade levels. The strategies are built upon each year and have added rigor within the content at all grade levels.

Student Progress Monitoring: Data Binders are used across grade levels/content areas to ensure that students are aware of their progress in relation to grade/content expectations. These data binders also are available to serve as a springboard for parent discussion, as well as a tangible compilation of student growth throughout the year(s), which enable teachers, students, and parents to work together to identify and address areas of need.

Working Writing Folders: In addition to the data binders, all students have working writing folders, which were designed specific pieces of evidence to highlight student growth, experience, and needs within writing. The pieces contained in this folder span content/grade levels for an accurate representation of student growth and abilities.

Math: Every student is receiving math instruction every day. All teachers have received professional training on how to best plan for and deliver instruction with the eight mathematical practices in mind. Teachers are using Go Math! curriculum to ensure that all content is being delivered at age-appropriate times and based on common core standards for mathematics.

Science: Science content is being taught at each grade level, with an emphasis in grades 4-6. Students are experiencing the science behind real-world situations, allowing for a more adept member of the 21st century community and workplace. Strategies are in place to allow for teachers to overcome student misconceptions about science thinking and reasoning. Instruction and assessments have successfully transitioned to parallel NGSS.

Technology: Our school has two-25 workstation computer labs, a classroom set of iPads, as well as a classroom set of ChromeBooks that can be used by all students to supplement and enhance learning experiences. All classrooms are equipped with SmartBoards or ActivBoards and have document cameras. Technology is integrated into all classrooms as part of the daily instruction.

What is there cause to celebrate? WE WAS A DISTINGUISHED/HIGH PERFORMING SCHOOL increasing nearly 14 AMO pts from the previous year. We feel like we are on the path to success and are even being more thoughtful in all of our processes.

Opportunities for Improvement

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

Social Studies-Our weakest area but we have a different teacher now teaching it and giving resources to help that teacher such as IXL social studies, site visits to other schools, and physical resources.

Plans for Improvement:

Intentional planning for RTI to meet student needs

Targeting students in order to eliminate Novice scores

Targeting students in order to move Apprentice to Proficient and Proficient to Distinguished

We will continue to use data, RTI, data binders, and writing work to advance our students.

Conclusion

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

Our next steps are steps that we started at the beginning of this year. I have stated many times that you don't get your data and start making all your plans for success in late fall. You should already know about how you are going to do based upon school level data from the previous year before the new school year even starts.

We have done that! We predicted based on several data points that we would fall in a solid proficient range on KPREP. There was some growth factors and novice reduction that really pulled through for use causing us to be bumped to the distinguished rating.

So at the end of the last year school and summer leadership and teachers got together to plan on how to make things better. We looked at RTI and core instruction, looked at MAP data, reviewed special education schedules and teacher placement for students with IEPs, we looked at the master schedule and built it in a way to maximize in class time and reduce transitions, we also moved personnel around to better fit the needs of the students. We then started to look at ways to increase distinguished scoring students while maintain a solid proficient number and reducing novice counts.

We researched high performing SS schools and started collaborating with those who taught in those places, we looked at the best programs out there that was researched based to increase achievement.

Our next steps are very simple. We are going to continue with the plan that was already in place for the remainder of the year and we will see improvement.

CSIP 2016-2017 updated

Overview

Plan Name

CSIP 2016-2017 updated

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	$9000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014 to 50% P/D in 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	$13100
3	Increase student achievement, teacher retention, and parental involvement by following all district hiring, recruitment, and retention policies to ensure that all students are taught by HQ and adequately trained classified and certified staff	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$300
4	The percentage of certified staff at Tollesboro Elementary will stay at 100% in 2015 to 100% in 2020.	Objectives: 3 Strategies: 3 Activities: 9	Organizational	$700
5	The total percent of students scoring novice for reading and math at Tollesboro Elementary will decrease.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$10500

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy 1:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Professional Learning & Support

Activity - Develop, implement and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will work collaboratively to develop a writing plan K-6. Samples of all writings will be kept in an online filing system. Students will follow the working folder check list for types of writing samples to be kept.	Academic Support Program	08/03/2015	05/31/2018	$0	No Funding Required	Principal Teachers

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/01/2015	05/31/2018	$0	No Funding Required	Certified teachers Principal

Activity - Content-specific Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate the identification, articulation, instruction, and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas and all levels.	Policy and Process	08/01/2015	05/31/2018	$0	No Funding Required	Certified teachers Principal Assistant Principal

Strategy 2:

Math Initiative - Teachers will plan and implement the Math Trailblazers and Math Innovations Programs based on the district developed pacing guides.

Category:

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate in aligned, research-based professional development on math practices and interventions.	Academic Support Program	08/01/2015	05/31/2018	$5000	Title I Part A	District staff Principal Assistant Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES students in grades 3-6 will participate in MAP testing three times a year to help (in addition to classroom assessments and teacher observation) set RTI groups.	Academic Support Program	10/01/2015	05/31/2018	$0	No Funding Required	Principal Counselor TES Teachers

Strategy 3:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal

and vertical teams from all elementary schools in the district

Category:

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pacing Guides will be reviewed at all levels each year and adapted to best fit the needs of all students.	Academic Support Program	07/01/2016	06/01/2018	$0	No Funding Required	Administration and Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved with the Program Review scoring process throughout the year. They will also submit evidence to the program reviews as needed.	Other, Academic Support Program	06/01/2014	05/01/2020	$0	No Funding Required	All staff at TES

Strategy 4:

School Readiness and Early Learning - Tollesboro Elementary will work with Head Start and Preschool to ensure all children experience effective transitions to school

entry.

Category:

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0	No Funding Required	TES staff Principal Counselor

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE). | Policy and Process | 08/01/2015 | 06/01/2018 | $0 | No Funding Required | TES Staff Counselor Principal |

Activity - Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0	No Funding Required	All preschool/headstart teachers, administrators, and Director of Preschool

Activity - Kindergarten Readiness- ELA Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000	Other	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal

Activity - Kindergarten Readiness for Math -Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0	No Funding Required	Preschool teachers Headstart teachers Administration Director of Preschool

Activity - Kindergarten Readiness for Math-Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000	Other	Director of Preschool Kindergarten and headstart personnel Administration

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014 to 50% P/D in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D to 50% P/D by 10/15/2017 as measured by 2016-2017 K-Prep.

Strategy 1:

Digital Learning - All teachers will receive training on use of IXL, Lexia, CIITS, and other research based technology resources to meet the needs of individual students.

Category: Continuous Improvement

Activity - Integrate digital content into the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/06/2014	06/01/2018	$5000	District Funding	District staff KEDC consultant Principal Assistant Principal

Strategy 2:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (Measures of Academic Progress).

Category:

Activity - Analyzing student achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achivement by gap groups relative to state K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0	No Funding Required	classroom teachers Principal Assistant Principal

Strategy 3:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category:

Activity - Kentucky Teaching, Empowering, Leading and Learning Survey (TELL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All certified teaching staff will be encouraged to participate in the TELL Survey. The staff will analyze results at the leadership and staff level. We will compare data year to year and address areas of concerns.	Other	08/06/2014	06/01/2018	$0	No Funding Required	Certified staff Counselor Assistant Principal Principal

Activity - Title I Certified Teacher Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and at the staff level.	Other	08/06/2014	06/01/2018	$0	No Funding Required	Certified staff Principal Title I Committee

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0	No Funding Required	Principal Assistant Principal Counselor Title I Committee

Strategy 4:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category:

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and math fluency are priority areas. Students that need additional fluency practice will receive instruction and practice using Quick Reads and appropriate math materials.Monthly progress reports will be determine growth.	Academic Support Program	08/06/2014	06/01/2018	$0	No Funding Required	Classroom teachers Principal Assistant Principal

Activity - Response to Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and classroom teachers will work collaboratively to improve the RtI system from students below benchmark. All students will be assessed three times per year using MAP as the universal screener.	Academic Support Program	08/06/2014	06/01/2018	$4600	General Fund	Principal Assistant Principal Counselor Classroom teachers Computer lab coordinator

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will analyze student achievement by gap groups relative to K-Prep, MAP, Lexia, and classroom assessments to ensure that student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0	No Funding Required	Classroom teachers Principal Assistant Principal Counselor

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be auto placed based on Lexia diagnostic assessment. Students will complete lessons on the computer based on their skill level will the goal of reaching benchmark. Classroom teachers and administrators will monitor student progress through Lexia Program.	Academic Support Program	08/06/2014	06/01/2018	$0	No Funding Required	Classroom teachers intervention staff Principal Assistant Principal Counselor

Activity - Forming RtI groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze MAP data three times per year to progress monitor students and to form RtI groups. This will also address specific student needs and to guide instruction.	Academic Support Program	08/06/2014	06/01/2018	$3500	School Council Funds	Principal, Asst. Principal, Counselor, and TES teachers

Goal 3: Increase student achievement, teacher retention, and parental involvement by following all district hiring, recruitment, and retention policies to ensure that all students are taught by HQ and adequately trained classified and certified staff

Measurable Objective 1:

collaborate to follow recruitment, retention, hiring, and continuous professional learning policies and practice for all staff, certified and classified, aligned with those of the district by 06/01/2017 as measured by   policies and procedures, hiring records and professional learning sign in sheets.

Strategy 1:

Professional Learning - District Leadership Network will survey staff to determine professonal learning needs to develop, plan, and implement Professional Learning

Plan that will address staff needs.

Category:

Activity - Summer Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete District and School Professional Learning activities.	Professional Learning	07/01/2015	06/01/2018	$300	District Funding	District Leadership Network Principal Assistant Principal

Goal 4: The percentage of certified staff at Tollesboro Elementary will stay at 100% in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to increase the number of principals proficient in determining the level of teacher effectiveness and evaluation and coaching by 07/01/2017 as measured by Teachscape .

Strategy 1:

Certification - Principals and assistant principal will work through and successfully complete Teachscape modules

Category:

Activity - Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectivenesss by completing observation modules and passing certification/re-calibration exam	Career Preparation/Orientation	08/01/2015	07/01/2020	$500	Title II Part A	Principal

Activity - TPGES Scale Up #1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal will determine first round peer observers and observees	Career Preparation/Orientation	08/01/2015	07/01/2020	$0	No Funding Required	Principal

Activity - TPGES Scale Up #2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will be trained to be peer observers by using PD 360 videos	Career Preparation/Orientation	05/01/2014	07/01/2020	$0	No Funding Required	Principal Teachers

Activity - TPGES Scale Up #3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The district/school will provide release time for new peer observers to work with current peer observers at Tollesboro Elementary School or peer observers from around the district.	Career Preparation/Orientation	05/05/2014	06/01/2020	$0	No Funding Required	Principal Central Office staff Teachers

Activity - TPGES Scale Up #4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will examine the Framework for Teaching (TPGES) at faculty/grade level meetings on set schedule determined by school	Career Preparation/Orientation	01/01/2015	07/01/2020	$0	No Funding Required	Principal Assistant Principal

Activity - TPGES Scale Up # 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in PLC, deptartment, team, and/or grade level groups to work on identified areas of need.	Career Preparation/Orientation	07/01/2015	07/01/2020	$0	No Funding Required	Principal Certified staff

Activity - TPGES Scale Up #6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teachers will develop the following: self assessment, student growth goals, and personal growth plans.	Career Preparation/Orientation	07/01/2015	07/01/2020	$0	No Funding Required	Principal All certified teachers

Measurable Objective 2:

collaborate to ensure that stakeholders participate in scale up planning and implementation so that all staff have input in PGES by 07/01/2017 as measured by creation of an interim evaluation plan and full implementation of PGES in all Lewis County Schools .

Strategy 1:

Interim Evaluation Plan Development - Staff from all Lewis County Schools, designated to serve on Evaluation Committee, will meet to examine and discuss the

timeline nad procedures for phasin in the PGES and phasing out our current Evaluation plan and protocol. (TES will select one teacher to serve on district committee

that will plan and discuss model plans that have been released by KDE)

Category:

Activity - PGES creation and approval	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Evaluation Committee will meet on a publicized schedule to develop plans and procedures for full implementaion of PGES. Members of the committee will be responsible for communicationg the plan throughout its stages of development to their constituents. District personnel will inform the BOE of plan progress until there is a workable plan. Once the plan and its procedures have been developed, district personnel will present to the BOE for approval.	Policy and Process	08/01/2013	08/01/2020	$0	No Funding Required	District personnel school teacher representative

Measurable Objective 3:

collaborate to increase the number of principals, assistant principals, and peer observers certified for observations by 07/01/2018 as measured by number of principals and assistant principals passing/proficient, and number of peer observers certified as determined by Teachscape..

Strategy 1:

PGES Certification - Principals, assistant principals, and peer observers will work through and successfully complete Teachscape modules

Category:

Research Cited: Danielson, et al.

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES will develop and implement a plan for all certified staff to be trained in the Framework for Teaching so that teacher/leader effectiveness improves.	Professional Learning	03/01/2014	07/01/2020	$200	School Council Funds	Principal District personnel

Goal 5: The total percent of students scoring novice for reading and math at Tollesboro Elementary will decrease.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice from 27.2% in 2015-2016 to 22.2% in 2016-2017 in Reading by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy 1:

Data Binder - The students will use the data binder to progress monitor their own learning which will give them insight into where they stand in relation to being novice,

apprentice, proficient, or distinguished.

Category: Continuous Improvement

Activity - ELA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will work close with the district ELA consultant to continue to move forward in novice reduction by implementing various ELA strategies that impact reading scores.	Academic Support Program	08/01/2014	06/01/2018	$8000	District Funding	District Office Supervisor, ELA Consultant, School Administration, and Teachers

Measurable Objective 2:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice in math from 20.4% in 2015-2016 to 15.4% in 2016-2017 in Mathematics by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy 1:

Do-the-Math - This program will be used target novice students who are well below benchmark.

Category: Learning Systems

Activity - Do-the-Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will work with the district math consultant to learn how to implement the Do-the-Math program.	Academic Support Program	09/01/2015	06/01/2018	$2500	District Funding	Principal, Teacher, and Math consultant

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness for Math-Ongoing Guidance/Support	Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000	Director of Preschool Kindergarten and headstart personnel Administration
Kindergarten Readiness-ELA Ongoing Guidance/Support	Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal
				Total	$4000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape	Participate in and complete professional development and testing for proficiency for teacher effectivenesss by completing observation modules and passing certification/re-calibration exam	Career Preparation/Orientation	08/01/2015	07/01/2020	$500	Principal
				Total	$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate digital content into the curriculum	Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/06/2014	06/01/2018	$5000	District staff KEDC consultant Principal Assistant Principal

Comprehensive School Improvement Plan

Tollesboro Elementary School

Do-the-Math Training	The school will work with the district math consultant to learn how to implement the Do-the-Math program.	Academic Support Program	09/01/2015	06/01/2018	$2500	Principal, Teacher, and Math consultant
Summer Professional Learning	Staff will complete District and School Professional Learning activities.	Professional Learning	07/01/2015	06/01/2018	$300	District Leadership Network Principal Assistant Principal
ELA Training	The school will work close with the district ELA consultant to continue to move forward in novice reduction by implementing various ELA strategies that impact reading scores.	Academic Support Program	08/01/2014	06/01/2018	$8000	District Office Supervisor, ELA Consultant, School Administration, and Teachers
				Total	$15800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Math Practices	Teachers will participate in aligned, research-based professional development on math practices and interventions.	Academic Support Program	08/01/2015	05/31/2018	$5000	District staff Principal Assistant Principal
				Total	$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention System	Administration and classroom teachers will work collaboratively to improve the RtI system from students below benchmark. All students will be assessed three times per year using MAP as the universal screener.	Academic Support Program	08/06/2014	06/01/2018	$4600	Principal Assistant Principal Counselor Classroom teachers Computer lab coordinator
				Total	$4600	

School Council Funds

Comprehensive School Improvement Plan

Tollesboro Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Framework for Teaching	TES will develop and implement a plan for all certified staff to be trained in the Framework for Teaching so that teacher/leader effectiveness improves.	Professional Learning	03/01/2014	07/01/2020	$200	Principal District personnel
Forming RtI groups	Staff will analyze MAP data three times per year to progress monitor students and to form RtI groups. This will also address specific student needs and to guide instruction.	Academic Support Program	08/06/2014	06/01/2018	$3500	Principal, Asst. Principal, Counselor, and TES teachers
				Total	$3700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES Scale Up #3	The district/school will provide release time for new peer observers to work with current peer observers at Tollesboro Elementary School or peer observers from around the district.	Career Preparation/Orientation	05/05/2014	06/01/2020	$0	Principal Central Office staff Teachers
MAP Testing	TES students in grades 3-6 will participate in MAP testing three times a year to help (in addition to classroom assessments and teacher observation) set RTI groups.	Academic Support Program	10/01/2015	05/31/2018	$0	Principal Counselor TES Teachers
Kindergarten Readiness for Math -Establish Expectations and Develop Schedule	Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0	Preschool teachers Headstart teachers Administration Director of Preschool
Lexia Reading	Students will be auto placed based on Lexia diagnostic assessment. Students will complete lessons on the computer based on their skill level will the goal of reaching benchmark. Classroom teachers and administrators will monitor student progress through Lexia Program.	Academic Support Program	08/06/2014	06/01/2018	$0	Classroom teachers intervention staff Principal Assistant Principal Counselor
TPGES Scale Up #6	All certified teachers will develop the following: self assessment, student growth goals, and personal growth plans.	Career Preparation/Orientation	07/01/2015	07/01/2020	$0	Principal All certified teachers
TPGES Scale Up #4	All certified teachers will examine the Framework for Teaching (TPGES) at faculty/grade level meetings on set schedule determined by school	Career Preparation/Orientation	01/01/2015	07/01/2020	$0	Principal Assistant Principal

Comprehensive School Improvement Plan

Tollesboro Elementary School

Title I Parent Survey	All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0	Principal Assistant Principal Counselor Title I Committee
Title I Certified Teacher Survey	All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and at the staff level.	Other	08/06/2014	06/01/2018	$0	Certified staff Principal Title I Committee
Program Review	Teachers will be involved with the Program Review scoring process throughout the year. They will also submit evidence to the program reviews as needed.	Other, Academic Support Program	06/01/2014	05/01/2020	$0	All staff at TES
Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0	All preschool/headstart teachers, administrators, and Director of Preschool
Curriculum and Assessment Fidelity	All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/01/2015	05/31/2018	$0	Certified teachers Principal
Fluency Practice	Reading and math fluency are priority areas. Students that need additional fluency practice will receive instruction and practice using Quick Reads and appropriate math materials.Monthly progress reports will be determine growth.	Academic Support Program	08/06/2014	06/01/2018	$0	Classroom teachers Principal Assistant Principal
TPGES Scale Up #2	Selected teachers will be trained to be peer observers by using PD 360 videos	Career Preparation/Orientation	05/01/2014	07/01/2020	$0	Principal Teachers
Analyzing student achievement	Teachers will analyze student achivement by gap groups relative to state K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0	classroom teachers Principal Assistant Principal
PGES creation and approval	The Evaluation Committee will meet on a publicized schedule to develop plans and procedures for full implementaion of PGES. Members of the committee will be responsible for communicationg the plan throughout its stages of development to their constituents. District personnel will inform the BOE of plan progress until there is a workable plan. Once the plan and its procedures have been developed, district personnel will present to the BOE for approval.	Policy and Process	08/01/2013	08/01/2020	$0	District personnel school teacher representative
Pacing Guides	Pacing Guides will be reviewed at all levels each year and adapted to best fit the needs of all students.	Academic Support Program	07/01/2016	06/01/2018	$0	Administration and Teachers

Develop, implement and monitor a school wide writing plan to address critical thinking skills.	Administration and teachers will work collaboratively to develop a writing plan K-6. Samples of all writings will be kept in an online filing system. Students will follow the working folder check list for types of writing samples to be kept.	Academic Support Program	08/03/2015	05/31/2018	$0	Principal Teachers
TPGES Scale Up # 5	All certified staff will participate in PLC, deptartment, team, and/or grade level groups to work on identified areas of need.	Career Preparation/Orientation	07/01/2015	07/01/2020	$0	Principal Certified staff
Kindergarten Readiness Screening	Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2015	06/01/2018	$0	TES Staff Counselor Principal
Content-specific Vocabulary	Teachers will facilitate the identification, articulation, instruction, and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas and all levels.	Policy and Process	08/01/2015	05/31/2018	$0	Certified teachers Principal Assistant Principal
TPGES Scale Up #1	The school principal will determine first round peer observers and observees	Career Preparation/Orientation	08/01/2015	07/01/2020	$0	Principal
Analyzing Student Achievement	Classroom teachers will analyze student achievement by gap groups relative to K-Prep, MAP, Lexia, and classroom assessments to ensure that student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0	Classroom teachers Principal Assistant Principal Counselor
Kentucky Teaching, Empowering, Leading and Learning Survey (TELL)	All certified teaching staff will be encouraged to participate in the TELL Survey. The staff will analyze results at the leadership and staff level. We will compare data year to year and address areas of concerns.	Other	08/06/2014	06/01/2018	$0	Certified staff Counselor Assistant Principal Principal
Analyze Screening Data	Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0	TES staff Principal Counselor
				Total	$0	

Phase II - KDE Assurances - Schools

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		

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		

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		

Comprehensive School Improvement Plan

Tollesboro Elementary School

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		

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		

Comprehensive School Improvement Plan

Tollesboro Elementary School

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.lewis.kyschools.us/school/tes/	

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		

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

Math Initiative - Teachers will plan and implement the Math Trailblazers and Math Innovations Programs based on the district developed pacing guides.

Category:

Research Cited:

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions.	Academic Support Program	08/01/2015	05/31/2018	$5000 - Title I Part A	District staff Principal Assistant Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014 to 50% P/D in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D to 50% P/D by 10/15/2017 as measured by 2016-2017 K-Prep.

Strategy1:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category:

Research Cited:

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/01/2015	05/31/2018	$0 - No Funding Required	Certified teachers Principal

Activity - Develop, implement and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work collaboratively to develop a writing plan K-6. Samples of all writings will be kept in an online filing system. Students will follow the working folder check list for types of writing samples to be kept.	Academic Support Program	08/03/2015	05/31/2018	$0 - No Funding Required	Principal Teachers

Activity - Content-specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the identification, articulation, instruction, and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas and all levels.	Policy and Process	08/01/2015	05/31/2018	$0 - No Funding Required	Certified teachers Principal Assistant Principal

Strategy2:

School Readiness and Early Learning - Tollesboro Elementary will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category:

Research Cited:

Activity - Kindergarten Readiness- ELA Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES Staff Counselor Principal

Activity - Kindergarten Readiness for Math- Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool Kindergarten and headstart personnel Administration

Activity - Kindergarten Readiness for Math - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	Preschool teachers Headstart teachers Administration Director of Preschool

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES staff Principal Counselor

Activity - Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	All preschool/headstart teachers, administrators, and Director of Preschool

Strategy3:

Math Initiative - Teachers will plan and implement the Math Trailblazers and Math Innovations Programs based on the district developed

pacing guides.

Category:

Research Cited:

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions.	Academic Support Program	08/01/2015	05/31/2018	$5000 - Title I Part A	District staff Principal Assistant Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES students in grades 3-6 will participate in MAP testing three times a year to help (in addition to classroom assessments and teacher observation) set RTI groups.	Academic Support Program	10/01/2015	05/31/2018	$0 - No Funding Required	Principal Counselor TES Teachers

Strategy4:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work

has been done by horizontal and vertical teams from all elementary schools in the district

Category:

Research Cited:

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pacing Guides will be reviewed at all levels each year and adapted to best fit the needs of all students.	Academic Support Program	07/01/2016	06/01/2018	$0 - No Funding Required	Administration and Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014

to 50% P/D in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from

40.2% P/D to 50% P/D by 10/15/2017 as measured by 2016-2017 K-Prep.

Strategy1:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(MAP).

Category:

Research Cited:

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be auto placed based on Lexia diagnostic assessment. Students will complete lessons on the computer based on their skill level will the goal of reaching benchmark. Classroom teachers and administrators will monitor student progress through Lexia Program.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers intervention staff Principal Assistant Principal Counselor

Activity - Forming RtI groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to progress monitor students and to form RtI groups. This will also address specific student needs and to guide instruction.	Academic Support Program	08/06/2014	06/01/2018	$3500 - School Council Funds	Principal, Asst. Principal, Counselor, and TES teachers

Activity - Response to Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and classroom teachers will work collaboratively to improve the RtI system from students below benchmark. All students will be assessed three times per year using MAP as the universal screener.	Academic Support Program	08/06/2014	06/01/2018	$4600 - General Fund	Principal Assistant Principal Counselor Classroom teachers Computer lab coordinator

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and math fluency are priority areas. Students that need additional fluency practice will receive instruction and practice using Quick Reads and appropriate math materials.Monthly progress reports will be determine growth.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will analyze student achievement by gap groups relative to K-Prep, MAP, Lexia, and classroom assessments to ensure that student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal Counselor

Strategy2:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(Measures of Academic Progress).

Category:

Research Cited:

Activity - Analyzing student achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achivement by gap groups relative to state K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	classroom teachers Principal Assistant Principal

Strategy3:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category:

Research Cited:

Activity - Title I Certified Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and at the staff level.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Principal Title I Committee

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - Kentucky Teaching, Empowering, Leading and Learning Survey (TELL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to participate in the TELL Survey. The staff will analyze results at the leadership and staff level. We will compare data year to year and address areas of concerns.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Counselor Assistant Principal Principal

Strategy4:

Digital Learning - All teachers will receive training on use of IXL, Lexia, CIITS, and other research based technology resources to meet the needs of individual students.

Category: Continuous Improvement

Research Cited:

Activity - Integrate digital content into the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/06/2014	06/01/2018	$5000 - District Funding	District staff KEDC consultant Principal Assistant Principal

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

School Readiness and Early Learning - Tollesboro Elementary will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category:

Research Cited:

Activity - Kindergarten Readiness for Math-Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool Kindergarten and headstart personnel Administration

Activity - Kindergarten Readiness for Math - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	Preschool teachers Headstart teachers Administration Director of Preschool

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES staff Principal Counselor

Activity - Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	All preschool/headstart teachers, administrators, and Director of Preschool

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES Staff Counselor Principal

Activity - Kindergarten Readiness- ELA Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal

Narrative:

Brigance

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

School Readiness and Early Learning - Tollesboro Elementary will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category:

Research Cited:

Activity - Kindergarten Readiness for Math - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	Preschool teachers Headstart teachers Administration Director of Preschool

Comprehensive School Improvement Plan

Tollesboro Elementary School

Activity - Kindergarten Readiness for Math-Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool Kindergarten and headstart personnel Administration

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES Staff Counselor Principal

Activity - Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	All preschool/headstart teachers, administrators, and Director of Preschool

Activity - Kindergarten Readiness- ELA Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES staff Principal Counselor

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

School Readiness and Early Learning - Tollesboro Elementary will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category:

Research Cited:

Activity - Kindergarten Readiness- ELA Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn literacy strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool kindergarten and headstart personnel Principal/Assistant Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, classroom observations, and formative assessments.	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES staff Principal Counselor

Activity - Kindergarten Readiness for English Language Arts - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	All preschool/headstart teachers, administrators, and Director of Preschool

Activity - Kindergarten Readiness for Math - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet on a regular basis to establish, revise, and review district expectations, current progress data, as well as professional learning opportunities.	Professional Learning	10/01/2015	06/01/2018	$0 - No Funding Required	Preschool teachers Headstart teachers Administration Director of Preschool

Activity - Kindergarten Readiness for Math- Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend meetings to learn math strategies then return to share and build capacity among all staff so that instructional efficacy improves and student readiness increases.	Professional Learning	10/01/2015	06/01/2018	$2000 - Other	Director of Preschool Kindergarten and headstart personnel Administration

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tollesboro Elementary will access all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2015	06/01/2018	$0 - No Funding Required	TES Staff Counselor Principal

Strategy2:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work

has been done by horizontal and vertical teams from all elementary schools in the district

Category:

Research Cited:

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pacing Guides will be reviewed at all levels each year and adapted to best fit the needs of all students.	Academic Support Program	07/01/2016	06/01/2018	$0 - No Funding Required	Administration and Teachers

Strategy3:

Math Initiative - Teachers will plan and implement the Math Trailblazers and Math Innovations Programs based on the district developed

pacing guides.

Category:

Research Cited:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES students in grades 3-6 will participate in MAP testing three times a year to help (in addition to classroom assessments and teacher observation) set RTI groups.	Academic Support Program	10/01/2015	05/31/2018	$0 - No Funding Required	Principal Counselor TES Teachers

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions.	Academic Support Program	08/01/2015	05/31/2018	$5000 - Title I Part A	District staff Principal Assistant Principal

Strategy4:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Professional Learning & Support

Research Cited:

Activity - Develop, implement and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work collaboratively to develop a writing plan K-6. Samples of all writings will be kept in an online filing system. Students will follow the working folder check list for types of writing samples to be kept.	Academic Support Program	08/03/2015	05/31/2018	$0 - No Funding Required	Principal Teachers

Activity - Content-specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the identification, articulation, instruction, and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas and all levels.	Policy and Process	08/01/2015	05/31/2018	$0 - No Funding Required	Certified teachers Principal Assistant Principal

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/01/2015	05/31/2018	$0 - No Funding Required	Certified teachers Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014 to 50% P/D in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D to 50% P/D by 10/15/2017 as measured by 2016-2017 K-Prep.

Strategy1:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category:

Research Cited:

Activity - Title I Certified Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and at the staff level.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Principal Title I Committee

Comprehensive School Improvement Plan

Tollesboro Elementary School

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - Kentucky Teaching, Empowering, Leading and Learning Survey (TELL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to participate in the TELL Survey. The staff will analyze results at the leadership and staff level. We will compare data year to year and address areas of concerns.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Counselor Assistant Principal Principal

Strategy2:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(Measures of Academic Progress).

Category:

Research Cited:

Activity - Analyzing student achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achivement by gap groups relative to state K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	classroom teachers Principal Assistant Principal

Strategy3:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(MAP).

Category:

Research Cited:

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will analyze student achievement by gap groups relative to K-Prep, MAP, Lexia, and classroom assessments to ensure that student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal Counselor

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and math fluency are priority areas. Students that need additional fluency practice will receive instruction and practice using Quick Reads and appropriate math materials.Monthly progress reports will be determine growth.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal

Comprehensive School Improvement Plan

Tollesboro Elementary School

Activity - Forming RtI groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to progress monitor students and to form RtI groups. This will also address specific student needs and to guide instruction.	Academic Support Program	08/06/2014	06/01/2018	$3500 - School Council Funds	Principal, Asst. Principal, Counselor, and TES teachers

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be auto placed based on Lexia diagnostic assessment. Students will complete lessons on the computer based on their skill level will the goal of reaching benchmark. Classroom teachers and administrators will monitor student progress through Lexia Program.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers intervention staff Principal Assistant Principal Counselor

Activity - Response to Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and classroom teachers will work collaboratively to improve the RtI system from students below benchmark. All students will be assessed three times per year using MAP as the universal screener.	Academic Support Program	08/06/2014	06/01/2018	$4600 - General Fund	Principal Assistant Principal Counselor Classroom teachers Computer lab coordinator

Strategy4:

Digital Learning - All teachers will receive training on use of IXL, Lexia, CIITS, and other research based technology resources to meet the needs of individual students.

Category: Continuous Improvement

Research Cited:

Activity - Integrate digital content into the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/06/2014	06/01/2018	$5000 - District Funding	District staff KEDC consultant Principal Assistant Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D in 2014 to 50% P/D in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.2% P/D to 50% P/D by 10/15/2017 as measured by 2016-2017 K-Prep.

Strategy1:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category:

Research Cited:

Activity - Kentucky Teaching, Empowering, Leading and Learning Survey (TELL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to participate in the TELL Survey. The staff will analyze results at the leadership and staff level. We will compare data year to year and address areas of concerns.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Counselor Assistant Principal Principal

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and at the staff level.	Parent Involvement	08/06/2014	06/01/2018	$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - Title I Certified Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and at the staff level.	Other	08/06/2014	06/01/2018	$0 - No Funding Required	Certified staff Principal Title I Committee

Strategy2:

Digital Learning - All teachers will receive training on use of IXL, Lexia, CIITS, and other research based technology resources to meet the

needs of individual students.

Category: Continuous Improvement

Research Cited:

Activity - Integrate digital content into the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/06/2014	06/01/2018	$5000 - District Funding	District staff KEDC consultant Principal Assistant Principal

Strategy3:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(MAP).

Category:

Research Cited:

Comprehensive School Improvement Plan

Tollesboro Elementary School

Activity - Forming RtI groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to progress monitor students and to form RtI groups. This will also address specific student needs and to guide instruction.	Academic Support Program	08/06/2014	06/01/2018	$3500 - School Council Funds	Principal, Asst. Principal, Counselor, and TES teachers

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and math fluency are priority areas. Students that need additional fluency practice will receive instruction and practice using Quick Reads and appropriate math materials.Monthly progress reports will be determine growth.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal

Activity - Response to Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and classroom teachers will work collaboratively to improve the RtI system from students below benchmark. All students will be assessed three times per year using MAP as the universal screener.	Academic Support Program	08/06/2014	06/01/2018	$4600 - General Fund	Principal Assistant Principal Counselor Classroom teachers Computer lab coordinator

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will analyze student achievement by gap groups relative to K-Prep, MAP, Lexia, and classroom assessments to ensure that student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers Principal Assistant Principal Counselor

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be auto placed based on Lexia diagnostic assessment. Students will complete lessons on the computer based on their skill level will the goal of reaching benchmark. Classroom teachers and administrators will monitor student progress through Lexia Program.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	Classroom teachers intervention staff Principal Assistant Principal Counselor

Strategy4:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems

(Measures of Academic Progress).

Category:

Research Cited:

Activity - Analyzing student achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achivement by gap groups relative to state K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/06/2014	06/01/2018	$0 - No Funding Required	classroom teachers Principal Assistant Principal

Goal 2:

The total percent of students scoring novice for reading and math at Tollesboro Elementary will decrease.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice in math from 20.4% in 2015-2016 to 15.4% in 2016-2017 in Mathematics by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy1:

Do-the-Math - This program will be used target novice students who are well below benchmark.

Category: Learning Systems

Research Cited:

Activity - Do-the-Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will work with the district math consultant to learn how to implement the Do-the-Math program.	Academic Support Program	09/01/2015	06/01/2018	$2500 - District Funding	Principal, Teacher, and Math consultant

Measurable Objective 2:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice from 27.2% in 2015-2016 to 22.2% in 2016-2017 in Reading by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy1:

Data Binder - The students will use the data binder to progress monitor their own learning which will give them insight into where they stand in relation to being novice, apprentice, proficient, or distinguished.

Category: Continuous Improvement

Research Cited:

Activity - ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will work close with the district ELA consultant to continue to move forward in novice reduction by implementing various ELA strategies that impact reading scores.	Academic Support Program	08/01/2014	06/01/2018	$8000 - District Funding	District Office Supervisor, ELA Consultant, School Administration, and 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:

Increase the averaged combined reading and math K-Prep scores for elementary students from 46.5% P/D in 2014 to 62% P/D in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Tollesboro Elementary School from 49.6% P/D to 62% P/D by 05/31/2017 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal and vertical teams from all elementary schools in the district

Category:

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved with the Program Review scoring process throughout the year. They will also submit evidence to the program reviews as needed.	Other Academic Support Program	06/01/2014	05/01/2020	$0 - No Funding Required	All staff at TES

Strategy2:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Professional Learning & Support

Research Cited:

Activity - Develop, implement and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work collaboratively to develop a writing plan K-6. Samples of all writings will be kept in an online filing system. Students will follow the working folder check list for types of writing samples to be kept.	Academic Support Program	08/03/2015	05/31/2018	$0 - No Funding Required	Principal Teachers

Goal 2:

The total percent of students scoring novice for reading and math at Tollesboro Elementary will decrease.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice in math from 20.4% in 2015-2016 to 15.4% in 2016-2017 in Mathematics by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy1:

Do-the-Math - This program will be used target novice students who are well below benchmark.

Category: Learning Systems

Research Cited:

Activity - Do-the-Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will work with the district math consultant to learn how to implement the Do-the-Math program.	Academic Support Program	09/01/2015	06/01/2018	$2500 - District Funding	Principal, Teacher, and Math consultant

Measurable Objective 2:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by reducing novice from 27.2% in 2015-2016 to 22.2% in 2016-2017 in Reading by 10/01/2017 as measured by the 2016-2017 KPREP test.

Strategy1:

Data Binder - The students will use the data binder to progress monitor their own learning which will give them insight into where they stand in relation to being novice, apprentice, proficient, or distinguished.

Category: Continuous Improvement

Research Cited:

Activity - ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will work close with the district ELA consultant to continue to move forward in novice reduction by implementing various ELA strategies that impact reading scores.	Academic Support Program	08/01/2014	06/01/2018	$8000 - District Funding	District Office Supervisor, ELA Consultant, School Administration, and Teachers

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?

Tollesboro Elementary School is a small, rural school that serves around 285 students in grades Preschool-6th. Our school is located along the Ohio River, and easily accessed by the Double A highway. We are one of four elementary schools in the Lewis County School district. Tollesboro is located in the western portion of the county neighbored by Mason County. Tollesboro Elementary has just recently been named a Distinguished/High Performing School based upon the most recent KPREP test.

During the past four years the school averages around one teacher leaving per year. This is mainly due to retirement. A new principal was hired for the 2014-2015 school year and is now starting his third year. Overall, there has been very little staff turnover. The majority of teachers and administrators choose to stay at Tollesboro Elementary for their entire career. Several teachers drive from different counties to work at Tollesboro Elementary because of the small school setting and the family atmosphere. Due to the geographical location there is a lack of economic, cultural, and ethnic diversity. Tollesboro Elementary has approximately 77% of students who qualify for free and reduced lunch rates. Lewis County has a population of about 13, 700. Unemployment in Lewis County averages above 18%.

The teachers at Tollesboro Elementary understand the challenges of Lewis County but refuse to make excuses. Teachers believe every child can learn and they take great pride in creating a rigorous learning environment that is challenging to students. Teachers use strategies that promote high levels of academic thinking and build positive growth in social/emotional behaviors and attitudes. Every nine weeks the school holds a brief assembly in the gym with the entire student body. During the assembly, the Principal recognizes students for their outstanding performance in the areas of reading, math and behavior. Also, all faculty and staff nominate students for being respectful, cooperative, helpful and kind by selecting them to recite the Pledge of Allegiance over the intercom each morning. This tradition is very motivating to students and they take pride in being nominated. The school faculty and staff also work together with outside organizations in order to educate students about careers, the arts and safety personnel/organizations. The staff strives to instill in each student the need to achieve, belief that they can learn, and understanding that what they are learning is useful, relevant and meaningful.

At Tollesboro Elementary the school Motto is T-E-A-M, Together Everyone Achieves More. Our school is very fortunate to employ several Para-Educators. With this added support, the teachers are able to design a variety of instructional settings. The school day is structured with whole group as well as small group instructional activities that are differentiated to meet the academic needs of individual students and promote continuous academic growth. It is our vision to be labeled a Proficient school with the next three years. Using research based learning strategies, we will continue to improve until we reach our goal. School stakeholders take great pride in our school as well at the community. Tollesboro Elementary students will be prepared to be successful when they transition to the middle school. We teach our students that the ultimate goal is to have the knowledge and skills to be college and/or career ready upon graduation.

School's Purpose

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

Tollesboro Elementary School's mission statement is "Together Everybody Achieves More." Our goal is to build a community of lifelong learners." Every decision, program, lesson and interaction with students is focused on preparing students for rigorous and engaging activities that will prepare them to move from their current grade level and beyond. At Tollesboro Elementary we work with students at a young age to ensure they have the knowledge and skills to be college and career ready.

The school is organized into grade level teams to allow teachers to have a common planning time in order to plan lessons that are focused on the Common Core State Standards in order to meet the needs of our students. Our vision for this school is to provide the support necessary to an exemplary staff that has the goal of being recognized as a Proficient school for the upcoming school year. In order to achieve this goal, Tollesboro Elementary has implemented a number of research-based instructional programs: History/Geography Alive, Lexia Reading, Reading Plus and IXL Math and Social Studies. Classroom teachers have a common planning time with their grade level team daily but they also work in vertical teams as needed. Working as a vertical team, teachers can scaffold rigorous lessons to meet the needs of students who are struggling as well as provide enrichment opportunities for students who are excelling at a fast pace.

All students are expected to gain at least one year's growth in core subjects, with the school-wide expectation that 80% of students benchmark in all content areas. All support, materials and monitoring are provided to support the rigorous delivery and assessment of all students in the Common Core State Standards. Our school teams review BOY, beginning of the year, MOY, middle of the year, EOY, end of year MAP data along with progress monitoring weekly such as fluency checks and formative assessments. There has also been a school-wide data binder initiative that has started to help track progress. We have a RTI team that regularly reviews student progress. The team analyzes the progress and together makes decisions for what programs should be implemented and the length of time for the intervention.

The district RTI guidelines are followed to make decisions for student placement. Tollesboro Elementary has Parent Teacher Conferences twice a year but teacher communicate frequently with parents on struggling students. We have a supportive and active Parent Teacher Organization (PTO) who work together to support teachers and staff. The guidance counselor schedules community members to come to the school to present programs such as Fire Safety, Say No to Drugs, Ambulance Service, Smoky the Bear and local blood drives.

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.

Notable Achievements include:

We have had many notable achievements in our school over the last three years. We have developed and implemented the use of pacing guides aligned with the Kentucky Core Academic Standards across the curriculum in each grade level. We have participated in quality professional development based on the work of our District Leadership Network. We have implemented the Kentucky System of Interventions (KSI). Our school report card shows that our rank in Kentucky has increased from 58% in 2012-2013 to 64% in 2013-2014. This is an increase of 6 percentage points.

Not only have we purchased new reading textbooks from Pearson, we have a new math curriculum for K-5 all our classrooms have interactive white boards and document cameras and projectors to support student learning. In addition, we have recently added a second computer lab. We also have a class set of iPads that can be used a long with google chrome books. We are also getting several google chrome stations moved in.

Our academic team has won the district and regional cup this past year.

I would also state that our most notable achievement is becoming a Distinguished/High Performing School

Over the next 3 years we would like to improve in many areas. We want to improve the monitoring of teaching and learning in a consistent, data-driven manner. We want to continue the refinement of pacing guides to ensure alignment with KCAS. We want to improve and refine reading, math and behavior interventions. . Administrators will CIITS teachers as they create and implement Student Growth Goals. Administrators will also follow the district Certified Evaluation Plan to evaluate teachers. Three teachers will be trained to be Peer Observers. We would like to reduce school wide novice to 15% or less. Our overall goal is to empower students with the skills, knowledge and dispositions necessary to become a "School of Distinction".

Additional Information

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

Tollesboro Elementary would like to thank all of you for your support!