



KDE Comprehensive School Improvement Plan

Big Creek Elementary
Clay County

Nadine Couch, Principal
523 N Hwy 66
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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.

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?

Big Creek Elementary School is located at Big Creek, Kentucky. Big Creek is an unincorporated community in eastern Clay County, not far from the Red Bird River. The nearest town is Manchester which is approximately 11 miles away. Our school is surrounded by beautiful Appalachian hills and rural landscape. Because of our rural setting, our students have limited access to academic and social opportunities. As of the current school year, our total school enrollment eligible for free and reduced school meals is 80.9% with a free lunch rate of 77.9%.

Our school serves approximately 220 children ranging in age from 3 to 12 (grades Preschool through 6). After years of decreasing enrollment, we have seen a steady increase in student population over the last 3 years. The number of classrooms has increased from 8 to 11. We have approximately 25 staff members. Our staff has an average of 8.3 years teaching experience. Even though we have a relatively young staff, 86% have a master's degree or higher. 100% of our teachers are Highly Qualified in the position they teach.

BCE is rigorous in our pursuit to offer students the best education possible. We use the Imagine It! Reading series with a protected uninterrupted two hour reading block. We use Envision Math, a research based math program, that is proving to be successful. Map testing is completed 3 times yearly and analyzed to differentiate instruction in reading and math. Teachers use this data to gauge and direct student learning. Discovery Education is used for assessment in science and social studies.

Various programs in our school offer students a variety of opportunities to help combat our rural setting and often limited exposure to outside experiences. FRYSC and Promise Neighborhood fund a wide assortment of educational programs. Numerous authors, artists and performers visit our classrooms and teach our students about the arts. Save the Children offers an after school program that focuses on literacy and promotes healthy living.

Our school continues to be a hub for our community gatherings. BCE's cafeteria is often used as a gathering place on the weekends for reunions or other community meetings. We have an outside picnic shelter that is used for celebrations. With the help of the county government and donations, we have a walking track around the school grounds that can be used by any community member during after school hours. BCE strives to make a positive impact on our students and community.

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.

Our school's mission statement is "We Teach to Reach Every Child, Every Day". We strive to also support our district's mission statement that states, "All Children Will Learn Because of What we Do". Our School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, we endeavor; to respect the individual needs of our students; to foster a caring and creative environment; and to emphasize the social, emotional, physical, intellectual development of each child.

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.

BCE is classified as a Proficient/Progressing School, BCE received an award as the Most Improved School in the SESC Coop. We met our AMO Goal. Our goal was 64.9%, BCE scored a 74.1. We had zero Novice in Science with 92.3% of students scoring Proficient or Distinguished. We scored above the district and state in all areas except Math. In the area of Math we decreased our number of Novice.

Enrollment has increased in the last three years from approximately 170 to 220 students. We also have more focused Professional Development, monitoring of staff and accountability for all stakeholders. PLC's focus has become more data0driven. Every staff member has an instructional role of importance. Weekly meetings have brought collaboration to the forefront. 100% of our teachers are Highly Qualified in their current teaching positions. 85.7% of our teachers have a Master's Degree or higher.

An area for improvement identified is math school wide. Our District Math Team is continuing to monitor the curriculum as well as the math program. Academic Specialist will continue to target students scoring below proficiency. Another goal is to reduce the number of novice in all content areas.

Our students participate in state competitions as well. We have students attending and participating in KYA, Governor's Cup, and the 6th Grade Showcase.

We offer a wide range of online instructional enrichment programs such as Accelerated Reading, IXL Reading & Math, Brain Pop, and Study Island. Students can also Participate in the Jump Start Fitness Program or join the Morning Math Club.

Additional Information

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

We are very proud of our students, parents and staff. We strive daily to make BCE a protected and safe learning environment.

We provide a foundation for our students to become College and Career ready. We invite BCE alumni to come speak with our students throughout the year. Former students that have gone on to be successful in various career paths offer insight and knowledge for our current students. BCE is proud of all our former students who come back to visit who have joined the work force as coal miners, hairdressers, dentists, doctors, and lawyers.

BCE has also made great strides to make our school the safest environment possible. All entrances to the school are in the locked position. All visitors must be verified through a front office staff member before being allowed to enter the the school. Security cameras are strategically placed throughout the school and are monitored by school and district staff.

BCE also boasts a variety of extra curricular activities. These activities include; archery, basketball, football, cheerleading. Students can also participate in our Jumpstart Fitness Program or our Backpack club.

Comprehensive School Improvement Plan 2014- 2015

Overview

Plan Name

Comprehensive School Improvement Plan 2014-2015

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 from 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$3500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1300
3	Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$700

Goal 1: Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 51.2% to 54.8% by 05/31/2015 as measured by K-Prep.

Strategy 1:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Dr. Terry Holliday

Category: Continuous Improvement

Activity - CIITS Building Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2015	06/30/2016	\$1500	Race to the Top	Heather Melton, CIITS Building Contact
Activity - Classroom Assessments and Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2015	12/31/2015	\$500	Race to the Top	Rhonda Smith, PD Coordinator Heather Melton, CIITS Contact
Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Heather Melton
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process	01/01/2015	12/31/2015	\$1000	Race to the Top	Nadine Couch, Principal

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Strategy 2:

Literacy Initiative -

Category: Learning Systems

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach
Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	School Literacy Team
Activity - Literacy Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and school leaders monitor implementation and fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	All reading staff

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Strategy 3:

Math Initiative - Core Program - Envisions Math K-6

Category: Learning Systems

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Dora Combs and Chris Morgan, Math Team Participants

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2015	12/31/2015	\$500	Other	Rhonda Smith, PD Coordinator

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	All math staff

Strategy 4:

Curriculum Assessments and Alignment - All staff will be trained and monitored for fidelity and best practice.

Category:

Activity - Curriculum Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2015	12/31/2015	\$0	Other	Nadine Couch, Principal and all staff

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal
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Strategy 5:

Response to Intervention - All staff will be trained and monitored for fidelity.

Category:

Activity - Updates and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	RTI Team Nadine Couch, Principal

Strategy 6:

Program Reviews - All staff will be trained and monitored for fidelity.

Category:

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal PR Team Eddie Warren, FRYSC

Strategy 7:

School Readiness - All applicable staff will be trained and monitored for fidelity.

Category:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% 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% to 41.8% by 05/31/2014 as measured by K-Prep.

Strategy 1:

Best Practices -

Category: Continuous Improvement

Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	All staff

Activity - Individual Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that modifications to instruction and intervention strategies are matched to individual student needs including non-cognitive data such as attendance, behavior, and retention.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Practice and Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal

Activity - Identifying At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a process for identifying students most at risk of failing using: PTGT (Progress Toward Graduation Tool) MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process	01/01/2015	12/31/2015	\$1000	Title I Schoolwide	Nadine Coach, Principal Waynetta Deaton, Instructional Coach
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Strategy 2:

Other - All staff will be trained and monitored for fidelity.

Category:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2015	12/31/2015	\$0	No Funding Required	Nadine Couch, Principal

Activity - Interest Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	01/01/2015	12/31/2015	\$200	Other	Chris Morgan, Academic Specialist Crystal Swafford, Parent Engagement

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2015	12/31/2015	\$100	General Fund	Leadership Team Eddie Warren, FRYSC

Goal 3: Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

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Strategy 1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Activity - Teachscape Certification/Calibration for Principal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals must pass Certification/Calibration on Teachscape proficiency modules using the Danielson Framework.	Professional Learning	07/01/2014	06/30/2017	\$500	Race to the Top	Nadine Couch, Principal
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Nadine Couch, Principal
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	Nadine Couch, Principal
Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	09/01/2014	06/30/2015	\$200	Race to the Top	Nadine Couch, Principal
Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in KDE PGES and ISLN Webcasts	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Nadine Couch, Principal

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
Interest Surveys	Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	01/01/2015	12/31/2015	\$200	Chris Morgan, Academic Specialist Crystal Swafford, Parent Engagement
Curriculum Monitoring	Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal and all staff
Professional Development	Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2015	12/31/2015	\$500	Rhonda Smith, PD Coordinator
Total					\$700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Involvement	At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2015	12/31/2015	\$100	Leadership Team Eddie Warren, FRYSC
Total					\$100	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Identifying At Risk Students	Develop a process for identifying students most at risk of failing using: PTGT (Progress Toward Graduation Tool) MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process	01/01/2015	12/31/2015	\$1000	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Total					\$1000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape Certification/Calibration for Principal	Principals must pass Certification/Calibration on Teachscape proficiency modules using the Danielson Framework.	Professional Learning	07/01/2014	06/30/2017	\$500	Nadine Couch, Principal
Peer Observation	Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	09/01/2014	06/30/2015	\$200	Nadine Couch, Principal
CIITS Building Coordinator	A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2015	06/30/2016	\$1500	Heather Melton, CIITS Building Contact
Classroom Assessments and Lesson Plans	All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2015	12/31/2015	\$500	Rhonda Smith, PD Coordinator Heather Melton, CIITS Contact
Monitoring	Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process	01/01/2015	12/31/2015	\$1000	Nadine Couch, Principal
Total					\$3700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review for Writing	School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2015	12/31/2015	\$0	School Literacy Team

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Monitoring	Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Dora Combs and Chris Morgan, Math Team Participants
Individual Needs	Ensure that modifications to instruction and intervention strategies are matched to individual student needs including non-cognitive data such as attendance, behavior, and retention.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Webcasts	Participate in KDE PGES and ISLN Webcasts	Professional Learning	09/01/2014	06/30/2015	\$0	Nadine Couch, Principal
Updates and Review	RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2015	12/31/2015	\$0	RTI Team Nadine Couch, Principal
Monitoring	Administrators and school leaders monitor implementation and fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Rubrics	Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Program Review Team
TELL Survey	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal
Implementation	Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal

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Kindergarten Screener	All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2015	12/31/2015	\$0	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach
Student Achievement	Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	01/01/2015	12/31/2015	\$0	All staff
Literacy Planning	Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
PLC's	Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2015	12/31/2015	\$0	All math staff
Observations	Development and implementation of an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	07/01/2014	06/30/2015	\$0	Nadine Couch, Principal
Practice and Programs	Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal
Team Meetings	Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal PR Team Eddie Warren, FRYSC
PLC's	Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2015	12/31/2015	\$0	All reading staff
Data Analysis	Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2015	12/31/2015	\$0	Chris Morgan, Academic Specialist Nadine Couch, Principal
Data Driven Instruction	Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2015	12/31/2015	\$0	Nadine Couch, Principal Heather Melton

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Feedback	Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	08/01/2014	06/30/2015	\$0	Nadine Couch, Principal
Total					\$0	

KDE 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?

The data and information provided will be used to answer the following questions. How many of our students are performing at the proficient/distinguished level? What strategies/practices can be implemented to ensure that more of our students will reach the goal of proficiency? The data tells us where our students rank compared to both the district and state. It tells us the percentage of students performing at or below proficiency. The data also helps us identify content gaps. The data does not tell us how home environment/family involvement can effect student performance.

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?

BCE made notable achievement in all areas. Our greatest strength being Science and Social Studies. BCE scored in the 90% in both areas. Reading, Math, and Writing also showed growth. To sustain the areas of strength we will continue with classroom and lesson plan monitoring with ongoing support. We will continue to focus our PLC and team meetings on teacher effectiveness and student data. We will continue to utilize our support blocks for greatest effectiveness. We will celebrate our proficiency rate being above the district and state level in all content areas except math. BCE is now a Proficient/Progressing School and in the High Progress School Category.

Opportunities for Improvement

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

Math is our identified area of improvement. To improve our area of need we are working with the district math coach to identify best practices, instructional strategies and professional development opportunities. Principal is closely monitoring classroom instruction and lesson plans providing teachers with feedback to help improve instruction. Teachers are using data throughout the school year to better drive instruction.

Conclusion

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

The goal of BCE is to provide quality instruction. All teachers will use differentiated instructional strategies to reach all learners. To ensure instructional strategies are differentiated in all content areas teachers will attend professional development, focus training through PLC's and CIITS, and meet with district instructional coaches monthly.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.		N/A

	Statement or Question	Response	Rating
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).		N/A

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.		N/A

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.		N/A

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.		N/A

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

	Statement or Question	Response	Rating
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.		N/A

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

	Statement or Question	Response	Rating
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).		N/A

	Statement or Question	Response	Rating
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).		N/A

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.		N/A

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.		N/A

	Statement or Question	Response	Rating
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).		N/A

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.		N/A

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.		N/A

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

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

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.		N/A

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.		N/A

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.		N/A

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.		N/A

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

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.		N/A

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

	Statement or Question	Response	Rating
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.		N/A

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

	Statement or Question	Response	Rating
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).		N/A

	Statement or Question	Response	Rating
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.		N/A

	Statement or Question	Response	Rating
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.		N/A

	Statement or Question	Response	Rating
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.		N/A

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

	Statement or Question	Response	Rating
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		N/A

	Statement or Question	Response	Rating
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.		N/A

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

	Statement or Question	Response	Rating
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.		N/A

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.		N/A

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.		N/A

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.		N/A

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.		N/A

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

	Statement or Question	Response	Rating
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.)		N/A

	Statement or Question	Response	Rating
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.		N/A

Reflection

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

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

Report Summary

Scores By Section

Section Score

1

2

3

4

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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.

A variety of stakeholders are involved in developing the improvement plan. All staff are involved through various committees. Mrs. Couch, school principal, leads all teams in planning and decision making. Mrs. Deaton, Instructional Coach, Mrs. Melton, Media Specialist, and Mr. Warren, FRYSC Director, assist and lead where necessary. Team members meet monthly to discuss relevant information and make changes where necessary.

The improvement plan is developed from a variety of data and surveys from all stakeholders. Parents and community members are also involved in the survey process. Staff committees then compile results to build the plan. The completed CSIP is approved by the SBDM then shared with stakeholders in various ways. All feedback is welcome and documented for revisions.

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

Various stakeholders are involved in the development of our CSIP. Parents are always an important group and their feedback through surveys is very important to the process. Staff also complete surveys and help compile data. Our SBDM is comprised of our principal, staff, and parents. The SBDM reviews the CSIP and approves the document. The SBDM also review the document routinely to check for updates or revisions.

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

The final CSIP is shared with stakeholders in numerous ways. Hard copies are made available for all staff and to parents on request. Copies are also stored in the front office for review. The CSIP is also available on our school and district websites.

The SBDM monitors the CSIP often at monthly meetings. Staff committees also meet to discuss changes that may need to be made.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	After SBDM conducted data analysis the Instructional Team did further analysis to identify gap groups. Throughout the year PLC's will focus on strategies and activities that will strengthen student performance.	

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	To provide additional support to our already established research-based reading program we continue utilize Reading Mastery and Reading Recovery as interventions for K-3 students. Corrective Reading is in place for 4-6 students. This year we added a research based math program and use IXL computer based program for intervention for all students. In addition, support block in all grades increase the amount of instruction that students receive in identified areas.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	To help our incoming students our ESSS Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3. Even through the end of kindergarten our ESSS Coordinator services our students by providing weekly book bags with books for them to read with their families. The preschool teacher transitions our preschool students by having them do play dates prior to entering preschool.	

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	Big Creek Elementary uses approved research-based instructional programs and interventions that contain research-based instructional strategies.	

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Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Big Creek Elementary's SBDM interviews all potential candidates using specific questions formulated by staff and council based on the needs of the school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	We plan instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	

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	Big Creek Elementary is a Title I School. Budget is approved by SBDM.	

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	Big Creek Elementary has a Parent Compact and a Parent Involvement Policy.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Big Creek Elementary planned or provided professional development activities for teachers pertaining to PGES and specific content areas. Paraeducators will also receive professional development for programs that they do instruction.	

KDE Comprehensive School Improvement Plan

Big Creek Elementary

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	Big Creek Elementary has an annual evaluation that addresses the comprehensive plan and we use student results to identify changes when needed.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Big Creek Elementary planned and developed research-based instructional strategies to support the needs of identified students.	

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.	No	Big Creek Elementary does not have targeted assistance. We are School Wide Title I.	

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.	No	Title I School-Wide, therefore, all students have access.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Big Creek Elementary plans activities that correlate with and support the regular educational program.	

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Big Creek Elementary

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.	No	School Wide Title I	

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	Paraprofessionals met the requirements of Highly Qualified under ESEA to work with ALL programs and activities.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All students are eligible for Title I program funds. Budgets are approved by SBDM. Financial records are maintained at the district level. Reports are sent to schools upon request.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A School Wide Title I	

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	Big Creek Elementary provided appropriate professional development activities for staff members who serve identified Title I students.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Big Creek Elementary plans an annual evaluation that addresses implementation of the comprehensive plan and student achievement results with revisions as needed.	

KDE Comprehensive School Improvement Plan

Big Creek Elementary

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 and linked to our district website. (provide the website link below)	Yes	The CSIP is available for stakeholders to examine on our school website and linked to our district website. http://www.clay.kyschools.us/school_home.aspx?schoolID=6	

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	Big Creek Elementary notifies parents when their child is taught for four or more consecutive weeks by a teacher who is not highly qualified.	

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

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

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

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

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

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	Big Creek Elementary scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis.	

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

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

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

Prepare and train all teachers and principals on the Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to train all teachers and principal on the multiple measure through training and coaching of the PGES by 06/30/2014 as measured by the PGES training and guidance during the preparatory phase. .

Strategy1:

Student Growth Goals - Provide coaching and training for teachers on writing student growth goals.

Category:

Research Cited:

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly PLC training on writing student growth goals and monitoring progress	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Strategy2:

Certification - Ensure that principals are certified in the measure of observation process through the modules of the Danielson Framework

Category:

Research Cited:

Activity - Teachscape Certification for Principals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become certified in all protocols to observe teachers in the working environment.	Professional Learning			01/01/2014	12/31/2014	\$500 - Race to the Top	Nadine Couch, Principal

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

Goal 1:

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Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 46.4% to 48.3% by 05/31/2014 as measured by K-Prep.

Strategy1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Category:

Research Cited:

Activity - Literacy Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Program Review for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	School Literacy Team

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and school leaders monitor implementation and fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Strategy2:

Program Reviews - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal PR Team

Activity - Purpose and Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Ratings Submission	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review.	Policy and Process			01/01/2014	06/01/2014	\$0 - No Funding Required	PR Team

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Strategy3:

Response to Intervention - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

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Activity - Updates and Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	RTI Team Nadine Couch, Principal

Strategy4:

CIITS - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Heather Melton

Activity - CIITS Building Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning			01/01/2014	12/31/2014	\$1500 - Race to the Top	Heather Melton, CIITS Building Contact

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process			01/01/2014	12/31/2014	\$1000 - Race to the Top	Nadine Couch, Principal

Activity - Classroom Assessments and Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to build classroom assessments and lesson plans into the CIITS database.	Professional Learning			01/01/2014	12/31/2014	\$500 - Race to the Top	Rhonda Smith, PD Coordinator Heather Melton, CIITS Contact

Strategy5:

Curriculum Assessments and Alignment - All staff will be trained and monitored for fidelity and best practice.

KDE Comprehensive School Improvement Plan

Big Creek Elementary

Category:

Research Cited:

Activity - Curriculum Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process			01/01/2014	12/31/2014	\$0 - Other	Nadine Couch, Principal and all staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Strategy6:

School Readiness - All applicable staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - ELLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders participate in the Early Learning Leadership Networks and implement the strategies for K-3 student learning outcomes.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Nadine Couch, Principal

Strategy7:

Math Initiative - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Big Creek Elementary

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning			01/01/2014	12/31/2014	\$500 - Other	Rhonda Smith, PD Coordinator

Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning			01/01/2014	12/01/2014	\$0 - No Funding Required	All math staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principa Waynetta Deaton, Instructional Coach Heather Melton and Christina Coots, Math Team Participants

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 46.4% to 48.3% by 05/31/2014 as measured by K-Prep.

Strategy1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Big Creek Elementary

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

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 from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 46.4% to 48.3% by 05/31/2014 as measured by K-Prep.

Strategy1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Category:

Research Cited:

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

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 from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 46.4% to 48.3% by 05/31/2014 as measured by K-Prep.

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Big Creek Elementary

Strategy1:

Curriculum Assessments and Alignment - All staff will be trained and monitored for fidelity and best practice.

Category:

Research Cited:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Curriculum Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process			01/01/2014	12/31/2014	\$0 - Other	Nadine Couch, Principal and all staff

Strategy2:

Program Reviews - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Purpose and Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

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Big Creek Elementary

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal PR Team

Activity - Ratings Submission	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review.	Policy and Process			01/01/2014	06/01/2014	\$0 - No Funding Required	PR Team

Strategy3:

CIITS - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Heather Melton

Activity - Classroom Assessments and Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to build classroom assessments and lesson plans into the CIITS database.	Professional Learning			01/01/2014	12/31/2014	\$500 - Race to the Top	Rhonda Smith, PD Coordinator Heather Melton, CIITS Contact

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process			01/01/2014	12/31/2014	\$1000 - Race to the Top	Nadine Couch, Principal

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Activity - CIITS Building Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning			01/01/2014	12/31/2014	\$1500 - Race to the Top	Heather Melton, CIITS Building Contact

Strategy4:

School Readiness - All applicable staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - ELLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders participate in the Early Learning Leadership Networks and implement the strategies for K-3 student learning outcomes.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Nadine Couch, Principal

Strategy5:

Math Initiative - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning			01/01/2014	12/01/2014	\$0 - No Funding Required	All math staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning			01/01/2014	12/31/2014	\$500 - Other	Rhonda Smith, PD Coordinator

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principa IWaynetta Deaton, Instructional Coach Heather Melton and Christina Coots, Math Team Participants

Strategy6:

Response to Intervention - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Updates and Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team will meet to reveiw school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	RTI Team Nadine Couch, Principal

Strategy7:

Literacy Initiative - All staff will be trained and monitored for fidelity

Category:

Research Cited:

Activity - Program Review for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	School Literacy Team

Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and school leaders monitor implementation and fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Christina Sizemore, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Activity - Literacy Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Goal 2:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% 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% to 41.8% by 05/31/2014 as measured by K-Prep.

Strategy1:
Other - All staff will be trained and monitored for fidelity.
Category:
Research Cited:

Activity - Interest Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement			01/01/2014	12/31/2014	\$200 - General Fund	Christina Sizemore, Academic Specialist

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Activity - Stakeholder Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement			01/01/2014	12/31/2014	\$100 - General Fund	Leadership Team

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Strategy2:

Best Practices - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Practice and Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Non-Cognitive Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal All Staff

Activity - Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All staff

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Activity - Identifying At Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process for identifying students most at risk of failing using: PTGT (Progress Toward Graduation Tool) MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process			01/01/2014	12/31/2014	\$1000 - Title I Schoolwide	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Individual Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that modifications to instruction and intervention strategies are matched to individual student needs.	Policy and Process			01/01/2014	12/31/2014	\$3000 - Title I Schoolwide	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

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 33% in 2012 to 66.5% 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% to 41.8% by 05/31/2014 as measured by K-Prep.

Strategy1:

Other - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

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Activity - Stakeholder Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement			01/01/2014	12/31/2014	\$100 - General Fund	Leadership Team

Activity - Interest Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement			01/01/2014	12/31/2014	\$200 - General Fund	Christina Sizemore, Academic Specialist

Strategy2:

Best Practices - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Practice and Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Non-Cognitive Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal All Staff

Activity - Identifying At Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process for identifying students most at risk of failing using: PTGT (Progress Toward Graduation Tool) MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process			01/01/2014	12/31/2014	\$1000 - Title I Schoolwide	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All staff

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Activity - Individual Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that modifications to instruction and intervention strategies are matched to individual student needs.	Policy and Process			01/01/2014	12/31/2014	\$3000 - Title I Schoolwide	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

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 from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 46.4% to 48.3% by 05/31/2014 as measured by K-Prep.

Strategy1:

Program Reviews - All staff will be trained and monitored for fidelity.

Category:

Research Cited:

Activity - Ratings Submission	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review.	Policy and Process			01/01/2014	06/01/2014	\$0 - No Funding Required	PR Team

Activity - Purpose and Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Principal Program Review Team

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Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning			01/01/2014	12/31/2014	\$0 - No Funding Required	Nadine Couch, Principal PR Team

Strategy2:

Literacy Initiative - All staff will be trained and monitored for fidelity

Category:

Research Cited:

Activity - Program Review for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	School Literacy Team

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		