Comprehensive School Improvement

Plan

Burning Springs Elementary

Clay County

Kendra Hooker, Principal
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Executive Summary

Introduction

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Burning Springs Elementary has one teacher with a provisional certificate, one with an alternative certification, and 3 teachers with less than 3 years experience. We have a total of 24 teachers on staff who have 4 years or more experience. We have no teachers at our school teaching out of field, and we have an average year of teacher experience of 14.5% as well as 60.9% of teachers having a rank 1 degree. Our average student to teacher ratio is 13:1.

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

Burning Springs Elementary currently has a total of 82.4% of our students who receive free and reduced lunch. This is due to the high poverty of the area we serve as educators. The attendance rate is 91.2%, which, in some cases, may be due to the lack of value for education in many families.

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

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

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

OR

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

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to 57.4 in 2017.

Measurable Objective 1:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Measurable Objective 2:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June 30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

Comprehensive School Improvement Plan
Burning Springs Elementary

Strategy1:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Strategy2:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

School personnel, under the leadership of the school principal, were involved in the development of the Missing Piece. Selected staff along with the instructional coach and the principal reviewed the data and completed the diagnostic. Community members contributed input when appropriate and deemed necessary.

SBDM members include: (Teacher representatives) Teresa Jarvis, Donna White and Missy Cornett
Parent Representatives: Lucinda Sizemore and Keshia Smith
Family Resource youth services center director: Kristy Smith

Relationship Building

Overall Rating: 3.0

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

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

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

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

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

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

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

Communications

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.57

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

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

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

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

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

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

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

Advocacy

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

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

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

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

Learning Opportunities

Overall Rating: 2.83

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

Reflection

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

An area of strength for our school is that the staff understands and demonstrates how strong relationships, with parents, can contribute to effective teaching and learning. We make every effort to make our school inviting and welcoming to parents. Parents are encouraged to participate in varied activities throughout the year via our Family Resource Center.

The areas in need of improvement is our lack of systematic efforts to maximize parent-teacher conference participation such as offering multiple location, times and follow-up with parents or opportunities for student lead conferences.
In order to sustain our strengths we are continuing to use our automated call out messenger, weekly newsletters, parent volunteer program, extra curricular functions, parent teacher conferences, personal phone calls, notes home and social media
To improve our area of weakness we are working with district personnel to increase the flexibility of meeting dates and times. Provide teachers access to teleconferencing with parents whom are unable to attend scheduled meetings.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3

Communications — 3

Decision Making — 2.57

Advocacy — 3

Learning Opportunities — 2.83

Community Partnerships — 3
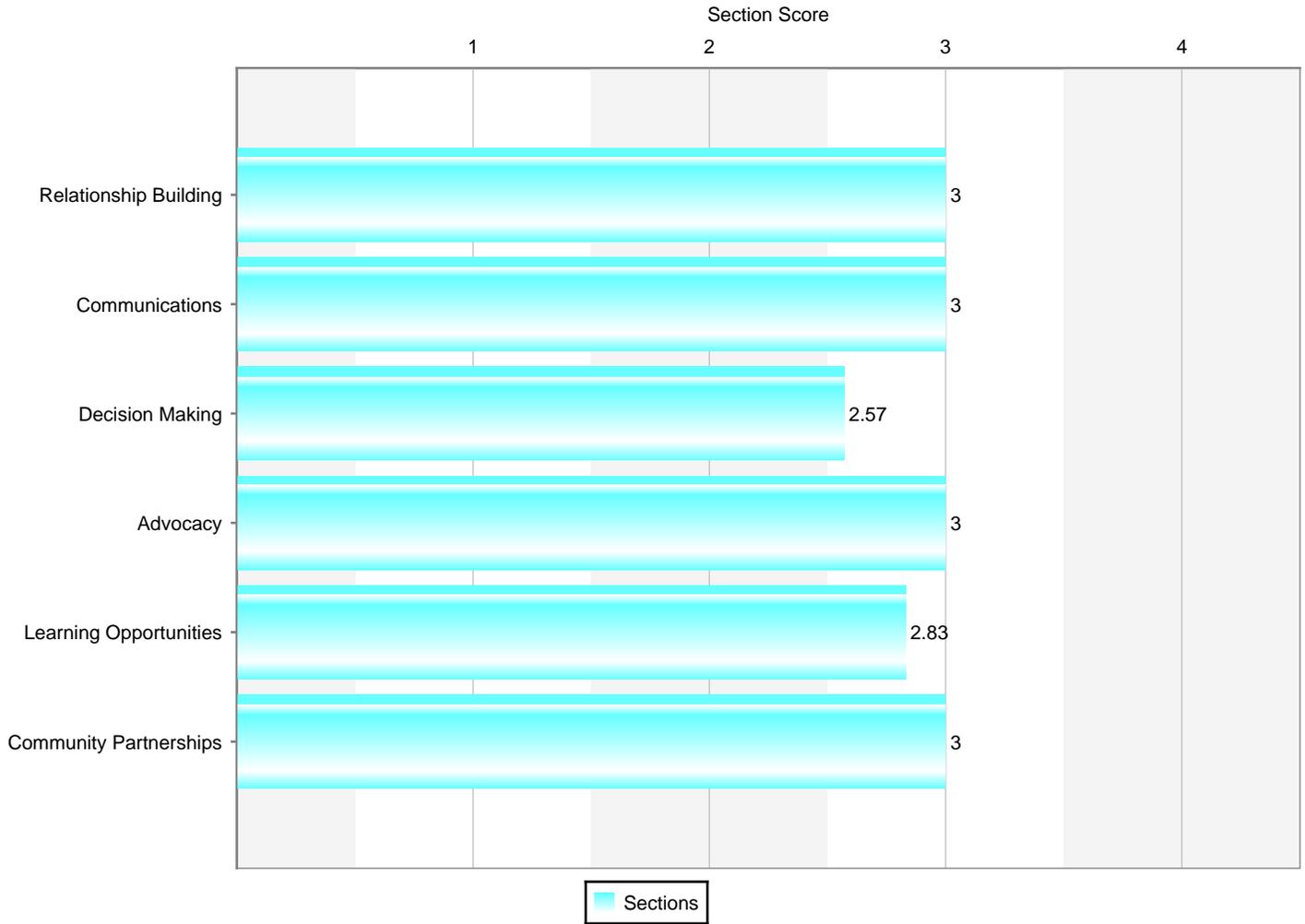
Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The principal will appoint various members/representatives too a committee to participate in the development of the CSIP. This includes teachers, classified staff members, parents and community members. The principal is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the SBDM council for approval. The principal and committee are responsible for the on-going monitoring, and implementation of the CSIP. They will make necessary revisions to the plan, collect evidence for quality assurance and perform the end-of-year review of the school's success in implementing the CSIP.

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

PTO- Parent Teacher Organization-Participate in surveys, review and approve. Certified and Classified Staff- Analyze data, participate in surveys, and review and edit. SBDM- Participate in surveys, review and edit.

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

The CSIP is made available to stakeholders by several means: A copy of the CSIP is available in the schools Media Center and placed on the school systems website. The CSIP plan is discussed monitored and reviewed during School Council Meetings. The principal and other school personnel are available to share information or provide explanations regarding the CSIP to any person requesting additional assistance. Also all certified staff attend an after school meetings to review the plan and each certified staff member receives a copy to keep in her/his classroom.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The questions were are trying to answer with the data are: What areas of curriculum and groups of students that may need to be pinpointed as concerns? What are our student's current level of performance? What are our teacher's strengths and weaknesses? What are the non-academic indicators for our students?

The data does not tell us: How to corrected the area's of weakness in curriculum and teacher performance? As well as how to pinpoint specific professional development for under performing teachers? It also doesn't indicate how to improve parent involvement.

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?

Grace Community provides a Nurse Practitioner for Burning Springs Elementary. They are invaluable in keeping students in school. The nurse practitioner is on-site to assess, evaluate and prescribe/administer medication as needed.

The Family Resource Center:
*provides food to students to take home on weekends through the Backpack Buddy Program *conducts a food drive in which families are provided meals for the holidays
*collaborates with local churches an agencies to provide Christmas gifts to needy families *provides students with shoes and clothing on an as needed basis
*makes school supplies available at all times for all students.
The school houses a part-time Comp Care counselor as part of the Bridges Program which provides counseling services to identified students.

Opportunities for Improvement

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

The review of the K-Prep data was done and the following information was concluded:

3rd Grade
Reading
Prof/Dist....92   Apprentice....16.3   Novice.....24.5
Math
Prof/Dist.....53.1   Apprentice.....34.7   Novice.....12.2

4th Grade
Reading
Prof/Dist.....45.2   Apprentice.....28.6   Novice.....26.2
Math
Prof/Dist.....40.5   Apprentice.....45.2   Novice.....14.3

5th Grade
Reading
Prof/Dist .....41.9   Apprentice.....32.6   Novice.....25.6
Math
Prof/Dist.....41.9   Apprentice.....30.2 Novice.....27.9

6th Grade
Reading
Prof/Dist.....59.5   Apprentice.....28.6 Novice.....11.9
Math
Prof/Dist.....31.0   Apprentice.....28.1   Novice.....31.0

We have identified our GAP group as students with Disability - with IEP (not including Alternate)
Our combined reading and math for students with IEPs (not including Alternate) score is currently 45.5. So, Our goal is novice reduction in the GAP group.

Our plans for reducing the novice percentage in the GAP group are as follows: Teachers will paired with students from this group and will be allotted time weekly in which to work with these students to create a personal connection and build a working relationship. This allotted time will be used to focus on K-Prep formatted assessment items. The student's accommodations as described in their IEP will be provided.

After desegregating the above data we also have decided that a second opportunity for improvement would be in concentrating on moving our regular education students which scored in the apprentice category into the proficient category. This will be accomplished by further analysis of individual student data to determine individual strengths and weaknesses.

Student strength and weaknesses will be identified through data disaggregation and will be placed in appropriate support/intervention blocks

to address identified skills or area of need. Support will be provided to students using Common Core Standards based materials and K-Prep formatted items.

The diverse socioeconomic background of the student population at Burning Springs presents many challenges and barriers to student learning. Our students have many needs and the Burning Springs staff excel in providing students resources to help them overcome these barriers. District Curriculum Coaches will continue support in 4th -6th grade reading classes to ensure rigorous and appropriate instruction is being provided.

A rigorous and aligned curriculum to the KCAS, Kentucky Core Academic Standards for all grades is a focused area. District curriculum coaches monitor how curriculum is documented at Burning Springs to ensure standards are a primary focus. They are available for additional support as needed or requested.

CIITS, Continuous Instructional Improvement Technology System, is available to all staff through Kentucky Department of Education. Trainings will be provided through PLC's and after schools sessions. CIITS will be a focus for summer sessions, as well. CIITS is used to access data, instructional resources and crate standards-based assessments.

Conclusion

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

Student Progress Monitoring - Weekly grade level PLCs will focus on student progress. Individual MAP scores will be analyzed and monitored closely throughout the year. Conversations and decisions will focus on next steps to ensure student progress toward mastery of standards using a variety of formative and summative assessments.

Novice Reduction Strategies - Response to Intervention strategies daily for identified students in reading, math, and or writing. Provide sixty minutes of direct instruction for K-6 student scoring below the 20th percentile on MAP.

Daily Support Block - the instructional schedule will include a support block for a minimum of forty-five minutes daily to enable students to participate in content area enrichment and/or support activities to target skill level deficits.

Test Prep Strategies - Timed testing sessions will condition students to answer multiple choice questions, short answer questions, and extended response question. Reading fluency practice will ensure students are prepared to read lengthy passages fluently.
Parent and Community Involvement - Family Resource Advisory Council, PTO, Families and Schools Together, Save the Children (Early Steps), and Raise A Reader will plan strategies to increase involvement that directly targets student achievement.

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.6% in 2015 to 40% in 2016.	Objectives: 2 Strategies: 4 Activities: 11	Organizational	$5500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.6% in 2015 to 40% in 2016.

Measurable Objective 1:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June 30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

(shared) Strategy 1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal),

lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000	Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0	No Funding Required	All primary staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0	No Funding Required	Corrective reading teachers

Activity - Gap Group	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	08/17/2015	06/30/2017	$0	No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2016	$0	No Funding Required	Teachers/Support Staff and Principal

(shared) Strategy 2:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0	No Funding Required	Classroom teachers, Principal, and Instructional coach

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Academic Support Program	09/01/2015	06/30/2017	$500	Other	Academic Specialist, Jenny Collett

Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0	No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

(shared) Strategy 3:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Activity - Digital Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0	USAC Technology	Kendra Hooker, Principal

(shared) Strategy 4:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

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	08/17/2015	05/31/2016	$0	No Funding Required	Kendra Hooker, Principal
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2016	$0	Other	Principal and PBIS team

Measurable Objective 2:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

(shared) Strategy 1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal),

lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000	Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0	No Funding Required	All primary staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program. | Academic Support Program | 09/08/2015 | 06/30/2017 | $0 | No Funding Required | Corrective reading teachers |

Activity - Gap Group	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	08/17/2015	06/30/2017	$0	No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2016	$0	No Funding Required	Teachers/Support Staff and Principal

(shared) Strategy 2:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan

intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention

teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0	No Funding Required	Classroom teachers, Principal, and Instructional coach

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Academic Support Program	09/01/2015	06/30/2017	$500	Other	Academic Specialist, Jenny Collett

Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx | Academic Support Program | 08/17/2015 | 06/30/2017 | $0 | No Funding Required | Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist |

(shared) Strategy 3:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Activity - Digital Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0	USAC Technology	Kendra Hooker, Principal

(shared) Strategy 4:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

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	08/17/2015	05/31/2016	$0	No Funding Required	Kendra Hooker, Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2016	$0	Other	Principal and PBIS team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Integration	Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0	Kendra Hooker, Principal
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math interventions	All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0	Classroom teachers, Principal, and Instructional coach
Differentiated instruction	Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0	All primary staff
Students with IEP's/Teacher Work Time	Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2016	$0	Teachers/Support Staff and Principal
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	08/17/2015	05/31/2016	$0	Kendra Hooker, Principal
Corrective Reading	Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0	Corrective reading teachers

Gap Group	Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/17/2015	06/30/2017	$0	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator
At Risk Students	Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000	Reading Mastery staff Dennis Wagers, Instructional Coach
				Total	$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation Tool	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Academic Support Program	09/01/2015	06/30/2017	$500	Academic Specialist, Jenny Collett
PBIS	Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2016	$0	Principal and PBIS team
				Total	$500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are not a targeted assistance school.	

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	We are not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are not a targeted assistance school.	

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Burning Springs is a schoolwide Title I program.	

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	We are not a Targeted Assistance School.	

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

Comprehensive School Improvement Plan

Burning Springs Elementary

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Burning Springs is a schoolwide Title I school, they do not have targeted students involved in targeted assistance activities.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	No	We are a school-wide Title I school. We have no targeted students under Title I.	

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to 57.4 in 2017.

Measurable Objective 1:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June 30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Measurable Objective 2:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure

social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

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

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Literacy Initiative - Continued use of Imagine It! curriculum with preK-6 students and continue monitoring by the Principal, School

Instructional Coach and Imagine it Consultant through documented observations, lesson plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - I-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-ready is a diagnostic and instructional web based program. It is a valid and reliable growth measure for grades k-12 which individualizes instruction.	Academic Support Program	01/02/2017	06/29/2018	$9000 - Other	Teachers and Computer Lab Personnel

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) Brigance and Elgin Screener.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

Activity - Save The Children after school literacy program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save The Children staff provides extended time (1 hour and 45 min.) for students who need literacy support.	Academic Support Program	01/02/2017	06/29/2018	$47000 - Other	Principal, Save the Children Program Coordinator, various staff

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development in the use of higher order thinking questioning strategies in daily reading instruction when available.	Professional Learning	01/02/2017	06/29/2018	$200 - Other	Judy Bray, PD Coordinator, district supervisors and the Imagine It consultant

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Certified Teacher will provide writing instruction for students who are struggling with the writing process	Academic Support Program	01/02/2017	06/29/2018	$0 - Other	Certified Teacher (Melissa Cornett), (Donna White), (Leann Bowling) and the Principal

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly effective short term intervention of one to one tutoring for low achieving first graders in reading.	Direct Instruction	01/02/2017	06/29/2018	$60000 - Title I Schoolwide	Teacher (Donna White) Principal (Kendra Hooker)

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will incorporate the MAP Learning Continuum for reading activities into reading lessons.	Direct Instruction	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Master is a complete basal reading program that uses the direct instruction method to help students master essential decoding and comprehension skills.	Direct Instruction	01/02/2017	06/29/2018	$5000 - Other	Teacher - Melissa Cornett, Principal - Kendra Hooker, Instructional Coach.

Strategy2:

Math Initiative - Continued used of Envision Math program for grades k-6 with continued monitoring by the principal, school instructional

coach and district supervisors through documented observations, lesson logs/plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Math Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will be grouped using I-Ready and receive 45 minutes of differentiated instruction.	Direct Instruction	10/05/2015	06/29/2018	$0 - No Funding Required	Classroom teachers, Principal, Instructional Coach, Support staff

Activity - District Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process	01/01/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Activity - Math Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grade k-2 are grouped by MAP scores to receive differentiated instruction in area of need.	Direct Instruction	10/05/2015	06/29/2018	$0 - No Funding Required	K-2 teachers, Principal, Instructional Coach.

Activity - Retired Teacher Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will provide instruction for small groups of students in math and reading.	Direct Instruction	09/08/2015	06/29/2018	$0 - No Funding Required	Retired Teacher (Donald Lunsford) Principal and classroom teachers.

Activity - I-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-Ready is a diagnostic and instructional web based program. It is a reliable growth measure for grades k-12 which individualizes instruction.	Academic Support Program	09/14/2015	06/30/2016	$9000 - Other	Teachers and computer lab personnel

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	01/01/2014	06/29/2018	$0 - No Funding Required	All mathematics teachers

Activity - Mathematic Achievement Fund (MAF) Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Mathematic Achievement Fund (MAF) is a grant which provides schools with funds for teacher training, implementation of mathematics diagnostic assessment and intervention services/program(s) that address the needs of students in the primary program who struggle with mathematics.	Academic Support Program	08/03/2015	06/30/2017	$40000 - Grant Funds	Certified Teacher with training in mathematics diagnostic assessment and intervention services (Velvet Cross).

Strategy3:

Program Reviews - The k-6 teaching staff will continue to work to improve and sustain program review activities and strategies. Principal will monitor projects and activities that are being used through PLCs and reports from program review component leaders.

Category: Continuous Improvement

Research Cited:

Activity - Rubrics	Activity Type	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.	Policy and Process	01/01/2015	06/29/2018	$0 - No Funding Required	Program Review Lead Teachers Kendra Hooker, Principal

Activity - Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	10/05/2015	06/29/2018	$0 - No Funding Required	Kendra Hooker, Principal SBDM Council

Activity - Teacher Contribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	10/12/2015	06/29/2018	$0 - No Funding Required	Kendra Hooker, Principal

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Professional Learning	10/05/2015	06/29/2018	$0 - No Funding Required	Program Review Team Members Dennis Wagers Amanda Varney Kim Reid Karen Day Leann Faulkner

Activity - Gap Identification and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to identify and analyzing gaps in program areas to determine next steps for continuous improvement.	Academic Support Program	09/08/2015	06/29/2018	$0 - No Funding Required	Program Review Team Members Dennis Wagers Amanda Varney Kim Reid Karen Day Leann Faulkner

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

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Literacy Initiative - Continued use of Imagine It! curriculum with preK-6 students and continue monitoring by the Principal, School

Instructional Coach and Imagine it Consultant through documented observations, lesson plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) Brigance and Elgin Screener.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

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

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Literacy Initiative - Continued use of Imagine It! curriculum with preK-6 students and continue monitoring by the Principal, School

Instructional Coach and Imagine it Consultant through documented observations, lesson plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) Brigance and Elgin Screener.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

Activity - Save The Children after school literacy program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save The Children staff provides extended time (1 hour and 45 min.) for students who need literacy support.	Academic Support Program	01/02/2017	06/29/2018	$47000 - Other	Principal, Save the Children Program Coordinator, various staff

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly effective short term intervention of one to one tutoring for low achieving first graders in reading.	Direct Instruction	01/02/2017	06/29/2018	$60000 - Title I Schoolwide	Teacher (Donna White) Principal (Kendra Hooker)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Certified Teacher will provide writing instruction for students who are struggling with the writing process	Academic Support Program	01/02/2017	06/29/2018	$0 - Other	Certified Teacher (Melissa Cornett), (Donna White), (Leann Bowling) and the Principal

Activity - I-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-ready is a diagnostic and instructional web based program. It is a valid and reliable growth measure for grades k-12 which individualizes instruction.	Academic Support Program	01/02/2017	06/29/2018	$9000 - Other	Teachers and Computer Lab Personnel

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Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Master is a complete basal reading program that uses the direct instruction method to help students master essential decoding and comprehension skills.	Direct Instruction	01/02/2017	06/29/2018	$5000 - Other	Teacher - Melissa Cornett, Principal - Kendra Hooker, Instructional Coach.

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development in the use of higher order thinking questioning strategies in daily reading instruction when available.	Professional Learning	01/02/2017	06/29/2018	$200 - Other	Judy Bray, PD Coordinator, district supervisors and the Imagine It consultant

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will incorporate the MAP Learning Continuum for reading activities into reading lessons.	Direct Instruction	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to 57.4 in 2017.

Measurable Objective 1:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Strategy2:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through

observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000 - Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2017	$0 - No Funding Required	Teachers/Support Staff and Principal

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0 - No Funding Required	Corrective reading teachers

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0 - No Funding Required	All primary staff

Strategy3:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Digital Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0 - USAC Technology	Kendra Hooker, Principal

Strategy4:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Research Cited:

Activity - Math interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0 - No Funding Required	Classroom teachers, Principal, and Instructional coach

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Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

Measurable Objective 2:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June 30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Digital Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0 - USAC Technology	Kendra Hooker, Principal

Strategy2:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Strategy3:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through

observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2017	$0 - No Funding Required	Teachers/Support Staff and Principal

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0 - No Funding Required	All primary staff

Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000 - Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0 - No Funding Required	Corrective reading teachers

Strategy4:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

Activity - Math interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0 - No Funding Required	Classroom teachers, Principal, and Instructional coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Program Reviews - The k-6 teaching staff will continue to work to improve and sustain program review activities and strategies. Principal will monitor projects and activities that are being used through PLCs and reports from program review component leaders.

Category: Continuous Improvement

Research Cited:

Activity - Gap Identification and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to identify and analyzing gaps in program areas to determine next steps for continuous improvement.	Academic Support Program	09/08/2015	06/29/2018	$0 - No Funding Required	Program Review Team Members Dennis Wagers Amanda Varney Kim Reid Karen Day Leann Faulkner

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to 57.4 in 2017.

Measurable Objective 1:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June 30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Measurable Objective 2:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

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

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Literacy Initiative - Continued use of Imagine It! curriculum with preK-6 students and continue monitoring by the Principal, School Instructional Coach and Imagine it Consultant through documented observations, lesson plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Master is a complete basal reading program that uses the direct instruction method to help students master essential decoding and comprehension skills.	Direct Instruction	01/02/2017	06/29/2018	$5000 - Other	Teacher - Melissa Cornett, Principal - Kendra Hooker, Instructional Coach.

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will incorporate the MAP Learning Continuum for reading activities into reading lessons.	Direct Instruction	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Activity - Save The Children after school literacy program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save The Children staff provides extended time (1 hour and 45 min.) for students who need literacy support.	Academic Support Program	01/02/2017	06/29/2018	$47000 - Other	Principal, Save the Children Program Coordinator, various staff

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) Brigance and Elgin Screener.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly effective short term intervention of one to one tutoring for low achieving first graders in reading.	Direct Instruction	01/02/2017	06/29/2018	$60000 - Title I Schoolwide	Teacher (Donna White) Principal (Kendra Hooker)

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Certified Teacher will provide writing instruction for students who are struggling with the writing process	Academic Support Program	01/02/2017	06/29/2018	$0 - Other	Certified Teacher (Melissa Cornett), (Donna White), (Leann Bowling) and the Principal

Activity - I-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-ready is a diagnostic and instructional web based program. It is a valid and reliable growth measure for grades k-12 which individualizes instruction.	Academic Support Program	01/02/2017	06/29/2018	$9000 - Other	Teachers and Computer Lab Personnel

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development in the use of higher order thinking questioning strategies in daily reading instruction when available.	Professional Learning	01/02/2017	06/29/2018	$200 - Other	Judy Bray, PD Coordinator, district supervisors and the Imagine It consultant

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Strategy2:

Math Initiative - Continued used of Envision Math program for grades k-6 with continued monitoring by the principal, school instructional

coach and district supervisors through documented observations, lesson logs/plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	01/01/2014	06/29/2018	$0 - No Funding Required	All mathematics teachers

Activity - Mathematic Achievement Fund (MAF) Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Mathematic Achievement Fund (MAF) is a grant which provides schools with funds for teacher training, implementation of mathematics diagnostic assessment and intervention services/program(s) that address the needs of students in the primary program who struggle with mathematics.	Academic Support Program	08/03/2015	06/30/2017	$40000 - Grant Funds	Certified Teacher with training in mathematics diagnostic assessment and intervention services (Velvet Cross).

Activity - Retired Teacher Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will provide instruction for small groups of students in math and reading.	Direct Instruction	09/08/2015	06/29/2018	$0 - No Funding Required	Retired Teacher (Donald Lunsford) Principal and classroom teachers.

Activity - Math Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grade k-2 are grouped by MAP scores to receive differentiated instruction in area of need.	Direct Instruction	10/05/2015	06/29/2018	$0 - No Funding Required	K-2 teachers, Principal, Instructional Coach.

Activity - I-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-Ready is a diagnostic and instructional web based program. It is a reliable growth measure for grades k-12 which individualizes instruction.	Academic Support Program	09/14/2015	06/30/2016	$9000 - Other	Teachers and computer lab personnel

Activity - District Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process	01/01/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Activity - Math Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will be grouped using I-Ready and receive 45 minutes of differentiated instruction.	Direct Instruction	10/05/2015	06/29/2018	$0 - No Funding Required	Classroom teachers, Principal, Instructional Coach, Support staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to 57.4 in 2017.

Measurable Objective 1:

increase student growth by reducing the percentage of students scoring novice in the Disability with accomodations (not including alternate) group from 60% to 45% by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0 - No Funding Required	Corrective reading teachers

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000 - Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0 - No Funding Required	All primary staff

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2017	$0 - No Funding Required	Teachers/Support Staff and Principal

Strategy2:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

Activity - Math interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0 - No Funding Required	Classroom teachers, Principal, and Instructional coach

Strategy3:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Strategy4:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Digital Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0 - USAC Technology	Kendra Hooker, Principal

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

Goal 1:

Increase the average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Math Initiative - Continued used of Envision Math program for grades k-6 with continued monitoring by the principal, school instructional

coach and district supervisors through documented observations, lesson logs/plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	01/01/2014	06/29/2018	$0 - No Funding Required	All mathematics teachers

Strategy2:

Literacy Initiative - Continued use of Imagine It! curriculum with preK-6 students and continue monitoring by the Principal, School

Instructional Coach and Imagine it Consultant through documented observations, lesson plans and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/02/2017	06/29/2018	$0 - No Funding Required	All reading staff

Goal 2:

 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.5 in 2016 to

57.4 in 2017.

Measurable Objective 1:

collaborate to to increase the average reading and math profeciency ratings for all students in the non-duplicated gap group to 50 by June

30th 20017 as measured by K-Prep scores by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Best Practice - Work together to incorporate the nine standards of Best Practices which are:

- A clear and common focus

- high standards and expectations

- strong leadership

- supportive, personalized and relevant learning

- parent/community involvement

- monitoring, accountability and assessments

- curriculum and instructions

- professional development

- time and structure.

PreK-6 teachers will develop lessons that reflect the nine standards of Best Practice. Principal will monitor use of standards through observation (formal and informal), lesson plans, data notebooks, and PLCs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the primary who score below 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/17/2015	06/30/2017	$5000 - Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	09/08/2015	06/30/2017	$0 - No Funding Required	Corrective reading teachers

Activity - Gap Group	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Dennis Wagers, Building Assessment Coordinator

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/24/2015	06/30/2017	$0 - No Funding Required	All primary staff

Activity - Students with IEP's/Teacher Work Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be paired with students with IEP's to offer direct instruction on K-Prep formatted materials. Teachers will actively seek to form a working relationship with student to promote a effective working environment.	Direct Instruction	11/06/2015	06/30/2017	$0 - No Funding Required	Teachers/Support Staff and Principal

Strategy2:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. The staff will make use of all available technology for all students. The target population for digital learning is k-6 grades. Diagnostic screeners for reading and math are given three time during the school year. Students then work in the computer lab for 45 minute sessions on skills identified by the diagnostic screeners. Data is tracked and progress is monitored by teachers, instructional coach, interventionist, and principal during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Digital Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/17/2015	06/30/2017	$0 - USAC Technology	Kendra Hooker, Principal

Strategy3:

Data Driven Improvement - All certified school staff will analyze data provided by TELL survey to reflect on and discuss areas in our school culture. Once determined all staff will work to improve identified areas to promote effective use of instruction and improve support to ensure social, emotional and academic success of all students.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	08/17/2015	06/30/2017	$0 - Other	Principal and PBIS team

Activity - TELL Survey	Activity Type	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	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal

Strategy4:

Progress Monitoring - Data analysis for RTI (Response to Intervention) and KSI (Kentucky Systems of Interventions) These models will be used to analyze data to plan intervention for at risk students in grade Prek-6th . Interventions will be provided to insure student success. The principal will monitor this through the intervention teacher's daily attendance/lesson log and progress monitoring, which occurs weekly.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGt.aspx	Academic Support Program	08/17/2015	06/30/2017	$0 - No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

Activity - Math interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 are placed in math domain groups that are specific to their individual need. All 4 math domains are addressed in the way.	Academic Support Program	10/01/2015	06/30/2017	$0 - No Funding Required	Classroom teachers, Principal, and 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 average combined reading and math K-prep scores for elementary from 48.2% to 53.2% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 52.2% by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Program Reviews - The k-6 teaching staff will continue to work to improve and sustain program review activities and strategies. Principal will monitor projects and activities that are being used through PLCs and reports from program review component leaders.

Category: Continuous Improvement

Research Cited:

Activity - Gap Identification and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to identify and analyzing gaps in program areas to determine next steps for continuous improvement.	Academic Support Program	09/08/2015	06/29/2018	$0 - No Funding Required	Program Review Team Members Dennis Wagers Amanda Varney Kim Reid Karen Day Leann Faulkner

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Professional Learning	10/05/2015	06/29/2018	$0 - No Funding Required	Program Review Team Members Dennis Wagers Amanda Varney Kim Reid Karen Day Leann Faulkner

Activity - Rubrics	Activity Type	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.	Policy and Process	01/01/2015	06/29/2018	$0 - No Funding Required	Program Review Lead Teachers Kendra Hooker, Principal

Activity - Teacher Contribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	10/12/2015	06/29/2018	$0 - No Funding Required	Kendra Hooker, Principal

Activity - Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	10/05/2015	06/29/2018	$0 - No Funding Required	Kendra Hooker, Principal SBDM Council

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?

Burning Springs Elementary is located in the small rural community of Burning Springs in Clay County. The school is located just off of North Highway 421. Our school serves 332 students with varied socioeconomic backgrounds. Over the last three years we have continued to have a high rate of students receiving free and reduced lunch which is currently 79%. We currently have 21.39 percent of our school population qualifies for special education services which includes students in our newly acquired FMD/MSD unit. We also have a 9.20 mobility rate. There are 27 certified and 10 classified staff members, serving a total of 335 students in grades Pre-K thru 6th grade. Some challenges that we face as a school is the fact that our community has been plagued with drug use/abuse, high unemployment rates, and lack of parental education/involvement.

Burning Springs Elementary staff is committed to encouraging every child to reach his/her full potential by providing a safe and healthy environment; and by promoting high expectation for achievement, responsibility, and respect for all. We make every attempt to ensure that instruction is differentiated accord to student needs and areas of weakness. We use data to drive instruction.
Our Family Resource Youth Services Center is utilized to make sure that the personal needs of children are met, through available clothing, shoes, school supplies, and our back pack program helps ensure that children are provided with nutritious snacks while not in school (we currently have 85 students enrolled in the Back Pack Program).

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.

Burning Springs Elementary has a mission statement which is TEAM FOCUS, Together Everyone Accomplishes More, Finding Our Children's Unique Solutions. Our principal, Kendra Hooker and the staff at Burning Springs Elementary believe that all students are worthy of our best efforts, all students can be successful, and we have a shared responsibility for student success. Burning Springs Elementary staff is committed to encouraging every child to reach his/her full potential by providing a safe and healthy environment; and by promoting high expectation for achievement, responsibility, and respect for all.

Burning Springs Elementary participates in the Positive Behavior Intervention System (PBIS). The guideline incorporated with this system for our school is (PAWS) personal best, always responsible, working and play safely, show respect. These guidelines set high expectation for student behavior and academic success. These guideline were developed by our PBIS Team: Principal - Kendra Hooker, Instructional Coach - Dennis Wagers, Interventionist/RTI Coordinator - Missy Cornett, 5th grade teacher - Karen Day, 3rd grade teacher - Linda Cornett, and out Family Resource Youth Service Center Coordinator - Kristy Smith. The guideline are part of our instruction and are monitored by all staff in the building.

Burning Springs Elementary addresses its purpose through the following programs. To ensure that the academic needs are meet for all students:
- Reading Recovery
- Reading Mastery
- Corrective Reading
- Imagine It Reading\Workshops
- Math Workshops
- Add+Vantage MR
- Support Block
- I Ready
- Writing Intervention
- Safe the Children in-school and after-school services - Tutor (Retired Teacher)
- Promise Neighborhood Academic Specialist
- Special needs student teacher workdays
- PBIS (Positive Behavior Intervention System)
- Dojo class behavior system

The Staff at Burning Springs Elementary holds all students to a high standard of behavior and academic performance and the programs above are resources that assist in this endeavor.

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.

According to the Commonwealth of Kentucky School Report Card, Burning Springs is classified as a Needs Improvement/Progressing School. Our school met the 2015-2016 AMO goal of 49.4 with a total score of 56.5.

Burning Springs continues to participate in the district-wide reading initiative. Our school as well as the district goal is to have 90% of students reading at or above the 50th percentile when exiting 3rd grade. According to MAP data, Burning Springs continues to make steady progress to achieve this goal.

Burning Springs uses a variety of programs to monitor student progress throughout the year for all grade levels. We implement programs such as I-Ready, Measures of Academic Progress (MAP), Discovery Education and various formative and summative classroom assessments to measure student progress.

Burning Springs teaching staff consists of 2 males and 25 females. 96% of BSE staff is highly qualified with one teacher holding an provisional certification and one with an alternate certification. Our staff has degrees varying from 60.9% with a Rank 1 and 17% with a Master's Degree.

Burning Springs staff continually strives to improve school culture, academic success, and provides students with a safe and healthy environment in which they can reach their full potential as self-sufficient individuals.

Additional Information

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

The staff at Burning Springs Elementary is collaborating to ensure that all students are learning at the highest levels. Professional learning communities (PLC's) within the school are meeting weekly to discuss/analyze student data and curriculum challenges. During those PLC's teachers analyzed K-prep, MAP and I-Ready data for the school and individual classrooms. Teachers are required to keep curriculum and data notebooks which are being used to guide and drive instruction. Teachers target students for additional instruction or set goals for students to help them understand expectations. Through the PLC meetings; priority needs, causes and contributing factors, goals and objectives are discussed and communicated to the SBDM council and then the leadership group and make appropriate provisions to the CSIP as needed. The SBDM council is very active with monthly meeting that follow a strict agenda. Before CSIP is presented to the SBDM Council, the plan will go through a peer review process and re-evaluated by the staff. Data analysis is the driving force for instruction at Burning Springs Elementary. Data sources include K-prep, MAP, Discovery Education, I-Ready, Tell Survey, and Formative Assessments.