



# **KDE Comprehensive School Improvement Plan**

**West Marion Elementary School**  
**Marion County**

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Loretto, KY 40037

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## **Introduction**

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

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## **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.

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## **Description of the School**

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

West Marion Elementary School is a rural school that on average has an enrollment of 420-450 students in grades P-5. The overall size of the school hasn't changed for about seven years since redistricting decreased the enrollment of about 80-100 students. We are a rural country school in Loretto, Kentucky with the majority of our community members being farmers, factory workers, and commuters. Our parents, community members, and other stakeholders are always very supportive and understand the importance of having their children receive a strong educational experience. The schools demographics are: 98% White, 1% Black, 1% Hispanic, with 47% of students being male and 53% of students being female. We are a Title I School that has an average of 50%-60% Free/Reduced Lunch.



## **School's Purpose**

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

West Marion Elementary Schools mission of a "Can-Do Attitude" reveals the kind of culture that makes WMES a GREAT school. This attitude goes hand and hand with our vision of PAGES "Positive Achievers Growing in Excellence and Success." Being recognized in years past as being a Pacesetter school and a Proficient school for the past two years and now a School of Distinction, West Marion provides engaging learning opportunities for every student. We believe that all students can learn when they feel safe, accepted, and valued. We believe that lifelong learning, personal responsibility, and strong work ethic for all members of the learning community are important for success. WMES will foster responsible citizens for a global society and every student will be challenged, engaged, and given real-world opportunities. WMES stakeholders understand the importance of teamwork being the key to continuous success: students, parents, teachers, and community members working together.

## **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.**

West Marion Elementary is classified as a School of Distinction and currently holds an 95th percentile ranking on the KPREP assessment. medallions were awarded to West Marion 4th and 5th grade students who scored proficient or distinguished in the areas of reading, math, science, and language mechanics on the 20 KPREP assessment. Ten students were recognized with a plaque for scoring distinguished in all areas. West Marion has been a proficient school each year of the new accountability system.

WMES was a pilot school for TPGES during the 2013-14 school year. 100% of West Marion Elementary certified staff have a master's degree or higher and two are National Board Certified Teachers.

The W.M.E.S. Academic team won district Governor's Cup and first place in quick recall. Two students were selected for All State Chorus. The West Marion S.T.L.P. (Student Technology Leadership Program) team won first place in Cinemania and first place in Public Service Announcement at the state competition. One WMES student won first place in Proven Learning Quick Recall at the S.T.L.P. state completion. 51 students received perfect attendance awards.

West Marion Elementary School is meeting the KY state goals for achievement and continues to experience achievement growth as a Proficient/Progressing school. Over the course of the next three years, WMES will strive to continue to be a school of distinction and maintain or excel above that level. In order to reach this goal, WMES will identify GAP students and track data through progress monitoring, offer intentional small group instruction and increase the duration of small groups. Teachers will analyze data in PLCs and students will be provided individualized instruction to close the GAP and ensure student growth.

## **Additional Information**

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

WMES is a welcoming school that asks visitors to sign in upon entering the building. Doors are kept locked at all times and monitored by video cameras. Students are supervised from the time they arrive on the school campus until they depart each day. There is zero tolerance for threats or bullying. Fire, tornado, lockdown, and earthquake drills are practiced regularly. All procedures follow the Marion County School District's policies stated in the Student Code of Conduct handbook. Student safety and wellbeing is our #1 priority followed by academic achievement.

For additional information see the district website [www.marion.kyschools.us](http://www.marion.kyschools.us)

# **2015-16 WMES School Improvement Plan**

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# Overview

**Plan Name**

2015-16 WMES School Improvement Plan

**Plan Description**

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## 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	KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$1000
2	Achievement GAP-The proficiency percentages will increase as follows:Reading from 52.7 in 14-15 to 74.7 in 18-19;Math from 54.3 in 14-15 to 72.0 in 18-19;Social Studies from 60.0 in 14-15 to 78.8 in 18-19;Writing from 57.5 in 14-15 to 71.3 in 18-19.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$55000
3	PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100 % in 2020	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$6000
4	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15000

## Goal 1: KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

### Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 61.8 in 2013-14 to 68.9 in 2014-15; Math from 59.9 in 13-14 to 64.7 in 14-15; Social Studies from 61.4 in 13-14 to 82.1 in 14-15; Writing from 51.4 in 13-14 to 62.3 by 05/15/2015 as measured by KPREP.

### Strategy 1:

PLCs, Common Planning and Data Analysis - PLCs will meet to review pacing guide implementation, plan lessons based on identified standards, design formative and summative assessments, develop common assessments, and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the school year. Develop a schedule to allow maximized instructional time and grade level teams to experience common planning time to review pacing guides, plan instruction, design assessments and review student data.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions.	Professional Learning	09/09/2015	05/18/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coaches
Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data.	Professional Learning	08/26/2015	05/18/2016	\$0	No Funding Required	Principal Teacher
Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	07/01/2015	05/18/2016	\$0	No Funding Required	Principal Counselor Scheduling Committee

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### Strategy 2:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs, review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins

Activity - Classroom Walk-Throughs and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly walk-through will be conducted with written feedback provided to teachers. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/25/2015	05/18/2016	\$0	No Funding Required	Principal, Central Office Personnel
Activity - Collaboration with Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	09/01/2015	05/18/2016	\$0	District Funding	Instructional Coaches, Teachers, Central Office Personnel, Principal
Activity - Professional Development: Cooperative Learning, Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning (Kagan) to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. 60 minutes a week of Compass Learning will provided students access to standards-based curriculum in Reading, Language, and Math. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation.	Professional Learning	07/31/2015	05/18/2016	\$0	District Funding	Central Office Personnel, Teachers, Principal
Activity - Rigor/Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/26/2015	05/18/2016	\$0	No Funding Required	Teachers, Instructional Coaches
Activity - Implementation of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	Teachers, Principal, Instructional Coaches, Central Office Personnel
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Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	Teachers, Principal

### Strategy 3:

Reduction of Novice Scores - Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating higher-level, DOK questions to adequately challenge students.

Category: Other - Academic Support Program

Research Cited: Best Practices

Activity - Development of Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0	No Funding Required	Teachers, Instructional Coaches

Activity - Higher-Level Questioning and Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0	No Funding Required	Teachers, Instructional Assistants

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0	No Funding Required	Teachers, Instructional Assistants, Counselor, Principal, FRYSC

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000	General Fund	Teachers, Principal, Counselor, FRYSC
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**Goal 2: Achievement GAP-The proficiency percentages will increase as follows:Reading from 52.7 in 14-15 to 74.7 in 18-19;Math from 54.3 in 14-15 to 72.0 in 18-19;Social Studies from 60.0 in 14-15 to 78.8 in 18-19;Writing from 57.5 in 14-15 to 71.3 in 18-19.**

**Measurable Objective 1:**

demonstrate a proficiency increase as follows: Reading from 51.6 in 13-14 to 63.0 in 14-15; Math 52.4 in 13-14 to 57.0 in 14-15; Social Studies 50.0 in 13-14 to 76.2 in 14-15; Writing 45.0 in 13-14 to 59.4 by 14-15 by 05/15/2015 as measured by KPREP.

**Strategy 1:**

Response to Intervention - The school will provide a variety of programs and interventions to help students become more successful with academics and behavior.

Category: Other - Academic Support Program

Activity - ESS/Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered regular ESS before and/or after school for grades K-5. Grades K-5 will be offered Daytime Waiver assistance during the school day based on MAP assessment results. (ESS/Daytime Waiver will vary depending on funding.)	Tutoring	09/01/2015	04/21/2016	\$25000	Title I Schoolwide	Teachers, Director of Federal Programs

Activity - FRYSC Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Youth Service Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/12/2015	05/18/2016	\$5000	State Funds	FRYSC Director

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the duration of small group instruction by providing programs such as Compass Learning, ESS, Daytime Waiver, Enrichment Opportunities, etc.	Direct Instruction	08/12/2015	05/25/2016	\$25000	Title I Schoolwide	Teachers, Principal, Director of Federal Programs

Activity - Positive Behavioral Interventions and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Design, implement, and model clear expectations to develop respectful interactions and build a positive school culture and climate.	Behavioral Support Program	08/12/2015	05/18/2016	\$0	No Funding Required	Teachers, Principal, Counselor, FRYSC Director
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## Goal 3: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100 % in 2020

### Measurable Objective 1:

collaborate to build capacity in principal, teacher, & other professional's understanding of the PGES components by 06/30/2016 as measured by next generation professionals data.

### Strategy 1:

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's

understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Activity - PLCs, Staff Development Days and/or faculty meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2015	06/30/2016	\$0	No Funding Required	District leaders & school leaders

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2015	06/30/2016	\$5000	District Funding	District and School Leaders

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Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2015	06/30/2016	\$1000	State Funds	Instructional Supervisor, principals

**Measurable Objective 2:**

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by measured by Board meetings minutes, superintendent evaluation in ASSIST, leadership team meeting agendas, certified evaluation plan.

**Strategy 1:**

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	No Funding Required	instructional supervisor, 50/50 committee members

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Instructional Supervisor

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	No Funding Required	Superintendent, Instructional Supervisor, principals

## Goal 4: Novice Reduction Goal

### Measurable Objective 1:

collaborate to Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating hig by 05/18/2016 as measured by Classroom Assessment Data and KPREP data.

### Strategy 1:

RTI - WMES response to intervention procedures have been updated at the beginning of this school year. On-going supports will be provided to WMES throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure a systematic and systemic response to intervention processes.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WMES will use data and probes to form small group interventions.	Academic Support Program	12/01/2015	05/18/2016	\$15000	State Funds	Intervention Staff, Counselor and Principal.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Recognition	Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000	Teachers, Principal, Counselor, FRYSC
<b>Total</b>					\$1000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC Involvement	Family Resource Youth Service Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/12/2015	05/18/2016	\$5000	FRYSC Director
RTI	WMES will use data and probes to form small group interventions.	Academic Support Program	12/01/2015	05/18/2016	\$15000	Intervention Staff, Counselor and Principal.
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2015	06/30/2016	\$1000	Instructional Supervisor, principals
<b>Total</b>					\$21000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Positive Behavioral Interventions and Support	Design, implement, and model clear expectations to develop respectful interactions and build a positive school culture and climate.	Behavioral Support Program	08/12/2015	05/18/2016	\$0	Teachers, Principal, Counselor, FRYSC Director
PLC Meetings	Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data.	Professional Learning	08/26/2015	05/18/2016	\$0	Principal Teacher
Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	instructional supervisor, 50/50 committee members
Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Program Review	All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0	Teachers, Principal
Rigor/Higher Order Thinking	Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/26/2015	05/18/2016	\$0	Teachers, Instructional Coaches

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PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor
Student Goal Setting	Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0	Teachers, Instructional Assistants, Counselor, Principal, FRYSC
Classroom Walk-Throughs and Observations	A weekly walk-through will be conducted with written feedback provided to teachers. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/25/2015	05/18/2016	\$0	Principal, Central Office Personnel
Development of Rigorous Assessments	Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0	Teachers, Instructional Coaches
Data Analysis	Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions.	Professional Learning	09/09/2015	05/18/2016	\$0	Teachers, Principal, Instructional Coaches
Common Planning	Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	07/01/2015	05/18/2016	\$0	Principal Counselor Scheduling Committee



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Higher-Level Questioning and Discussion	Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0	Teachers, Instructional Assistants
Implementation of Learning Targets	Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/11/2014	05/15/2015	\$0	Teachers, Principal, Instructional Coaches, Central Office Personnel
PLCs, Staff Development Days and/or faculty meetings	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2015	06/30/2016	\$0	District leaders & school leaders
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development: Cooperative Learning, Compass Learning	Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning (Kagan) to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. 60 minutes a week of Compass Learning will provided students access to standards-based curriculum in Reading, Language, and Math. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation.	Professional Learning	07/31/2015	05/18/2016	\$0	Central Office Personnel, Teachers, Principal

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Collaboration with Instructional Coaches	K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	09/01/2015	05/18/2016	\$0	Instructional Coaches, Teachers, Central Office Personnel, Principal
District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2015	06/30/2016	\$5000	District and School Leaders
<b>Total</b>					<b>\$5000</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/Daytime Waiver	Students will be offered regular ESS before and/or after school for grades K-5. Grades K-5 will be offered Daytime Waiver assistance during the school day based on MAP assessment results. (ESS/Daytime Waiver will vary depending on funding.)	Tutoring	09/01/2015	04/21/2016	\$25000	Teachers, Director of Federal Programs
Small Group Instruction	Increase the duration of small group instruction by providing programs such as Compass Learning, ESS, Daytime Waiver, Enrichment Opportunities, etc.	Direct Instruction	08/12/2015	05/25/2016	\$25000	Teachers, Principal, Director of Federal Programs
<b>Total</b>					<b>\$50000</b>	

## **KDE Needs Assessment**

## **Introduction**

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

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## **Data Analysis**

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

KPREP data analysis indicates that we still have students scoring novice and/or apprentice that need to be moved into the proficiency area. The 2014-15 school improvement plan was examined to determine which goals have/have not been met. New goals and objectives were established based on what the data revealed: our GAP students, the areas in which we needed to establish new goals and/or objectives in, and the high-yield instructional strategies we need to implement to show improvement

## **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?**

WMES celebrates being a Distinguished school and is proud to maintain that title over the course of the new accountability. West Marion currently holds the ranking of a school of distinction. We made increases in Reading, Math, Writing, and Language Mechanics. Intentional lesson planning, student engagement, data analysis, and small group instruction are actions that have been implemented to sustain strength in common core subject areas.

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## **Opportunities for Improvement**

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

We need to continue to improve in all areas, especially with our GAP and Growth areas in Reading and Math. We have Title I Reading Recovery being provided to at risk 1st grade students and extra assistance with literacy groups in grades K-1. We continue to offer the READ 180 program for at risk students in grades 4 and 5 that services the 30 lowest achieving students. COMPASS Learning is being implemented in the classrooms for all grades based on each student's individual (differentiated) learning path for reading and math. COMPASS is also being used during the school day with RTI students who have been identified for needing assistance by their teachers in the areas of reading and math. We also need to continue to improve in the area of writing making sure that all grades are providing students with different instructional samples and models and practicing each type of writing prompts (Writing Policy). Before and after school ESS is being used for all grades and ESS Daytime Waiver is being used in grades K-2. Students in grades 3-5 receive ESS with the Daytime Waiver. These students scored a novice and/or apprentice on the MAP assessment. COMPASS is being used along with direct instruction as remediation. We are working with our FRYSC and Title I teacher on having several different school-wide Family Nights for (reading, math, homework, etc.). During these events students will be provided with free picture books, parents will be provided with literature, and they will gain more knowledge of how to help their child at home with school work, and how to better support their child in their educational career.

## **Conclusion**

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

Students must continue to improve in all common core subject areas, especially in reading and math. We are pleased to be able to address areas of concern by continuing the use of Read 180, Daytime ESS, ESS before and after school for low performing and enrichment groups, and COMPASS Learning. We appreciate how Compass Learning develops individual learning pathways for each student based on their MAP scores and individual needs. This resource also helps us provide more individualized RTI support for students in need.

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## **KDE Compliance and Accountability - Schools**

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## **Introduction**

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

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

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## Planning and Accountability Requirements

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

### Goal 1:

KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

### Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 61.8 in 2013-14 to 68.9 in 2014-15; Math from 59.9 in 13-14 to 64.7 in 14-15; Social Studies from 61.4 in 13-14 to 82.1 in 14-15; Writing from 51.4 in 13-14 to 62.3 by 05/15/2015 as measured by KPREP.

### Strategy1:

Reduction of Novice Scores - Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating higher-level, DOK questions to adequately challenge students.

Category: Other - Academic Support Program

Research Cited: Best Practices

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0 - No Funding Required	Teachers, Instructional Assistants, Counselor, Principal, FRYSC

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000 - General Fund	Teachers, Principal, Counselor, FRYSC

### Strategy2:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs, review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins

## KDE Comprehensive School Improvement Plan

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Activity - Classroom Walk-Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly walk-through will be conducted with written feedback provided to teachers. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/25/2015	05/18/2016	\$0 - No Funding Required	Principal, Central Office Personnel

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

### Goal 1:

KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

### Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 61.8 in 2013-14 to 68.9 in 2014-15; Math from 59.9 in 13-14 to 64.7 in 14-15; Social Studies from 61.4 in 13-14 to 82.1 in 14-15; Writing from 51.4 in 13-14 to 62.3 by 05/15/2015 as measured by KPREP.

### Strategy1:

PLCs, Common Planning and Data Analysis - PLCs will meet to review pacing guide implementation, plan lessons based on identified standards, design formative and summative assessments, develop common assessments, and review student performance data.

Instructional decisions will be based on data with professional learning embedded throughout the school year. Develop a schedule to allow maximized instructional time and grade level teams to experience common planning time to review pacing guides, plan instruction, design assessments and review student data.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	07/01/2015	05/18/2016	\$0 - No Funding Required	Principal Counselor Scheduling Committee

**KDE Comprehensive School Improvement Plan**

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions.	Professional Learning	09/09/2015	05/18/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data.	Professional Learning	08/26/2015	05/18/2016	\$0 - No Funding Required	Principal Teacher

**Strategy2:**

Reduction of Novice Scores - Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating higher-level, DOK questions to adequately challenge students.

Category: Other - Academic Support Program

Research Cited: Best Practices

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0 - No Funding Required	Teachers, Instructional Assistants, Counselor, Principal, FRYSC

Activity - Development of Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000 - General Fund	Teachers, Principal, Counselor, FRYSC

## KDE Comprehensive School Improvement Plan

West Marion Elementary School

Activity - Higher-Level Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Assistants

### Strategy3:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs, review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins

Activity - Professional Development: Cooperative Learning, Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning (Kagan) to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. 60 minutes a week of Compass Learning will provided students access to standards-based curriculum in Reading, Language, and Math. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation.	Professional Learning	07/31/2015	05/18/2016	\$0 - District Funding	Central Office Personnel, Teachers, Principal

Activity - Classroom Walk-Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly walk-through will be conducted with written feedback provided to teachers. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/25/2015	05/18/2016	\$0 - No Funding Required	Principal, Central Office Personnel

Activity - Implementation of Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches, Central Office Personnel

**KDE Comprehensive School Improvement Plan**

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Activity - Rigor/Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/26/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Collaboration with Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	09/01/2015	05/18/2016	\$0 - District Funding	Instructional Coaches, Teachers, Central Office Personnel, Principal

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Principal

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

**Goal 1:**

Students at West Marion Elementary School will be provided the opportunity for support services they need to be successful with achievement and behavior.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior which will help them become successful students. in English Language Arts by 05/30/2014 as measured by ESS data, Behavior Referrals.

**Strategy1:**

Teachers will hold conferences with parents to share strengths, areas of concern and plan of action for their children. - Teachers meet with parents as needed throughout the school year during parent/teacher conferences to discuss their child's progress. They will also provide parents with different assessment data that shows the students strengths, areas of concern and a plan of action for improvement.

Parents will be informed if their child is not performing at mastery level on state standards, and will be made aware of resources that are available to assist. (RTI, retention, ESS, etc...)

Category:

Research Cited: Parent Involvement Strategies, Guidelines for Closing the Gaps for All Students-KDE

## KDE Comprehensive School Improvement Plan

West Marion Elementary School

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share students different assessment data with parents during parent/teacher conferences to show students strengths, areas of concern and plan of action to help improve both academics and behavior. (Subject assessments, DRA, RR, MAP, COMPASS, KPREP, etc...)	Parent Involvement	08/06/2013	09/30/2014	\$0 - No Funding Required	Certified Staff & Administration

### Strategy2:

Programs and Interventions - The school will provide a variety of programs and interventions to help students become more successful with behavior and academics.

Category:

Research Cited: ESS, ESS Daytime Waiver, Second Steps, Positive Incentives/rewards, Page Awards, FRYSC family nights, community events, backpack program, etc...Guidelines for Closing the Gaps for All Students-KDE

Activity - Second Steps-Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second Steps- behavior intervention program is being used at each grade level to give students an understanding of options for solving problems.	Behavioral Support Program	08/06/2013	09/30/2014	\$0 - No Funding Required	All teachers will use the Second Step program/lessons throughout the year. This will also be reinforced by the counselor through other behavior lessons. (Bullying, etc...)

Activity - ESS/ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered regular ESS before school and/or after school for grades K-5. Grades 3-5 will be offered ESS Daytime Waiver assistance during school based on MAP Assessment results. (Length of ESS and ESS Daytime Waiver will vary depending on feedback from SBDM and funding.)	Academic Support Program	09/06/2013	04/30/2014	\$8000 - General Fund	Certified/Classified staff School Council Administration

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/13/2012	09/30/2014	\$60000 - State Funds	FRYSC Director & Administration

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

### Goal 1:

Students at West Marion Elementary School will be provided the opportunity for support services they need to be successful with achievement and behavior.



**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior which will help them become successful students. in English Language Arts by 05/30/2014 as measured by ESS data, Behavior Referrals.

**Strategy1:**

Teachers will hold conferences with parents to share strengths, areas of concern and plan of action for their children. - Teachers meet with parents as needed throughout the school year during parent/teacher conferences to discuss their child's progress. They will also provide parents with different assessment data that shows the students strengths, areas of concern and a plan of action for improvement.

Parents will be informed if their child is not performing at mastery level on state standards, and will be made aware of resources that are available to assist. (RTI, retention, ESS, etc...)

Category:

Research Cited: Parent Involvement Strategies, Guidelines for Closing the Gaps for All Students-KDE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share students different assessment data with parents during parent/teacher conferences to show students strengths, areas of concern and plan of action to help improve both academics and behavior. (Subject assessments, DRA, RR, MAP, COMPASS, KPREP, etc...)	Parent Involvement	08/06/2013	09/30/2014	\$0 - No Funding Required	Certified Staff & Administration

**Strategy2:**

Programs and Interventions - The school will provide a variety of programs and interventions to help students become more successful with behavior and academics.

Category:

Research Cited: ESS, ESS Daytime Waiver, Second Steps, Positive Incentives/rewards, Page Awards, FRYSC family nights, community events, backpack program, etc...Guidelines for Closing the Gaps for All Students-KDE

Activity - ESS/ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered regular ESS before school and/or after school for grades K-5. Grades 3-5 will be offered ESS Daytime Waiver assistance during school based on MAP Assessment results. (Length of ESS and ESS Daytime Waiver will vary depending on feedback from SBDM and funding.)	Academic Support Program	09/06/2013	04/30/2014	\$8000 - General Fund	Certified/Classified staff School Council Administration

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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/13/2012	09/30/2014	\$60000 - State Funds	FRYSC Director & Administration

Activity - Second Steps-Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second Steps- behavior intervention program is being used at each grade level to give students an understanding of options for solving problems.	Behavioral Support Program	08/06/2013	09/30/2014	\$0 - No Funding Required	All teachers will use the Second Step program/lessons throughout the year. This will also be reinforced by the counselor through other behavior lessons. (Bullying, etc...)

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

### Goal 1:

KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

### Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 61.8 in 2013-14 to 68.9 in 2014-15; Math from 59.9 in 13-14 to 64.7 in 14-15; Social Studies from 61.4 in 13-14 to 82.1 in 14-15; Writing from 51.4 in 13-14 to 62.3 by 05/15/2015 as measured by KPREP.

### Strategy1:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs, review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins

**KDE Comprehensive School Improvement Plan**

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Activity - Professional Development: Cooperative Learning, Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning (Kagan) to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. 60 minutes a week of Compass Learning will provided students access to standards-based curriculum in Reading, Language, and Math. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation.	Professional Learning	07/31/2015	05/18/2016	\$0 - District Funding	Central Office Personnel, Teachers, Principal

Activity - Rigor/Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/26/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Classroom Walk-Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly walk-through will be conducted with written feedback provided to teachers. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/25/2015	05/18/2016	\$0 - No Funding Required	Principal, Central Office Personnel

Activity - Implementation of Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches, Central Office Personnel

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Principal

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Activity - Collaboration with Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	09/01/2015	05/18/2016	\$0 - District Funding	Instructional Coaches, Teachers, Central Office Personnel, Principal

### Strategy2:

Reduction of Novice Scores - Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating higher-level, DOK questions to adequately challenge students.

Category: Other - Academic Support Program

Research Cited: Best Practices

Activity - Development of Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Higher-Level Questioning and Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0 - No Funding Required	Teachers, Instructional Assistants

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000 - General Fund	Teachers, Principal, Counselor, FRYSC

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0 - No Funding Required	Teachers, Instructional Assistants, Counselor, Principal, FRYSC

### Strategy3:

PLCs, Common Planning and Data Analysis - PLCs will meet to review pacing guide implementation, plan lessons based on identified standards, design formative and summative assessments, develop common assessments, and review student performance data.

Instructional decisions will be based on data with professional learning embedded throughout the school year. Develop a schedule to allow

## KDE Comprehensive School Improvement Plan

West Marion Elementary School

maximized instructional time and grade level teams to experience common planning time to review pacing guides, plan instruction, design assessments and review student data.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions.	Professional Learning	09/09/2015	05/18/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	07/01/2015	05/18/2016	\$0 - No Funding Required	Principal Counselor Scheduling Committee

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data.	Professional Learning	08/26/2015	05/18/2016	\$0 - No Funding Required	Principal Teacher

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Gap Goal-Increase the average combined reading and math proficiency rating for all WMES gap students to designated targets from 44.4% to 54.7% in 2013-2014 and 71.7% in 2016-2017.

### Measurable Objective 1:

complete a portfolio or performance increase in the combined reading and math proficiency ratings for GAP students from 44.4% to 54.7% in 2013-2014 and a 71.7% by 2016-2017. by 09/30/2014 as measured by KDE report card, KPREP, MAP and teacher made assessments results..

## KDE Comprehensive School Improvement Plan

West Marion Elementary School

### Strategy1:

ESS Daytime Waiver - ESS Daytime Waiver- This will target 3rd-5th grade students in the areas of Reading and Math, who scored a Novice/Apprentice on the MAP assessments.

Category:

Research Cited:

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver program- will target students in grades 3rd-5th in both Reading and Math who scored a Novice and/or Apprentice on their MAP assessment. (ESS Daytime Waiver funding will be reviewed monthly by SBDM council to determine length of program/services.)	Academic Support Program	09/06/2013	04/30/2014	\$16000 - District Funding	Principal, Teachers, support staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

### Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 61.8 in 2013-14 to 68.9 in 2014-15; Math from 59.9 in 13-14 to 64.7 in 14-15; Social Studies from 61.4 in 13-14 to 82.1 in 14-15; Writing from 51.4 in 13-14 to 62.3 by 05/15/2015 as measured by KPREP.

### Strategy1:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs, review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Principal

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## **KDE Assurances - School**



**Introduction**

KDE Assurances - School

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## Assurances

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

West Marion Elementary School

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

West Marion Elementary School

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

West Marion Elementary School

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

West Marion Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

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

## **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.

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## **Stakeholders**

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

Students, teachers, SBDM council members, support staff, community members, administration, and district staff make up our list of stakeholders. Engaged in the process of completing the Missing Piece diagnostic was teachers, SBDM council members that include two parent members and three teachers, administration, and district support personnel-instructional supervisor.

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## 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

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

DRAFT

## Decision Making

Overall Rating: 3.0

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

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

	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

KDE Comprehensive School Improvement Plan

West Marion Elementary School

	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 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 in committee work.	Proficient

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## 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: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice



## Community Partnerships

Overall Rating: 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

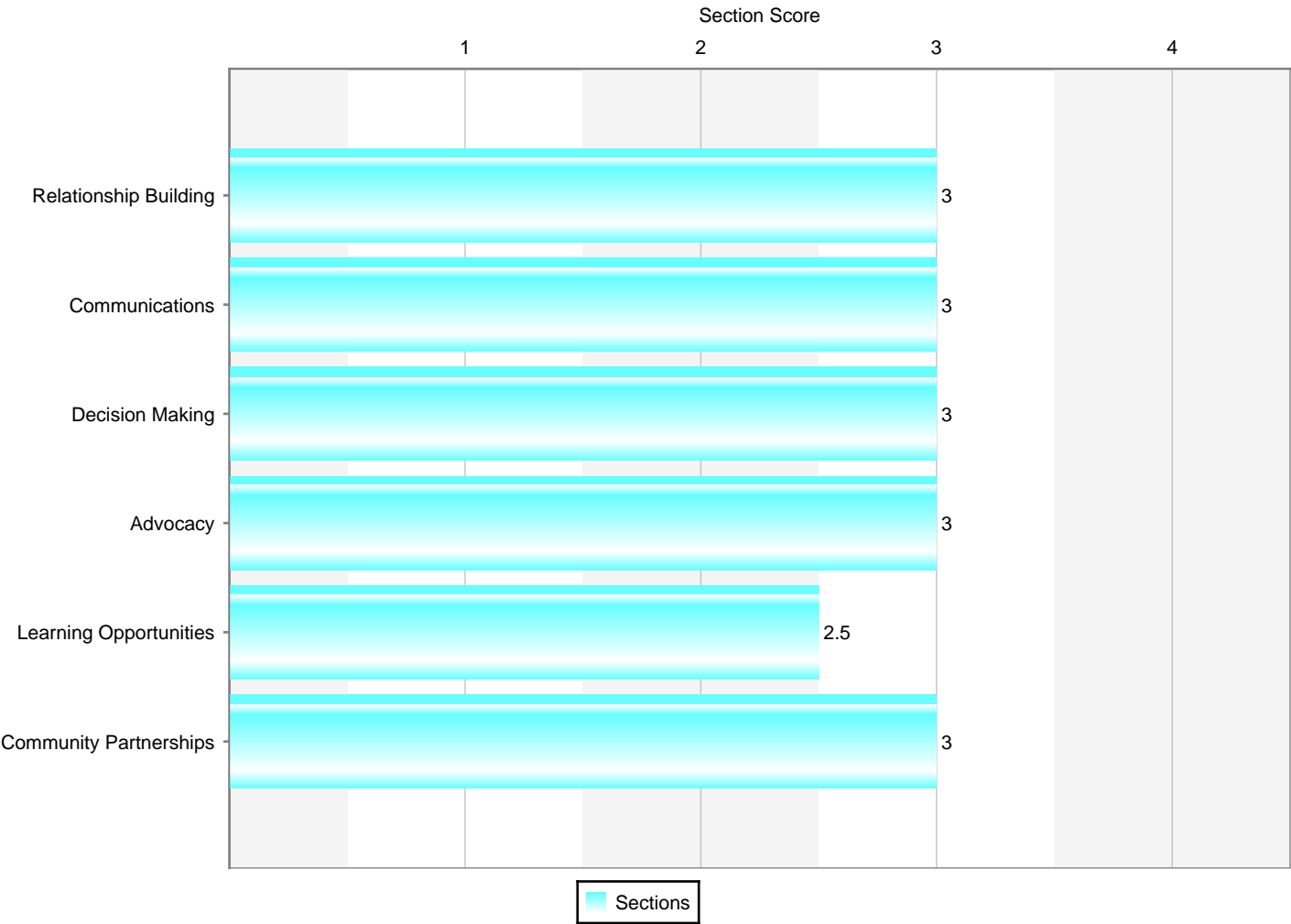
## Reflection

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

An area of strength noted is advocacy. Parents are involved in the educational process. Staff are genuinely concerned about the academic well-being of students. Staff advocate for student needs to be met: physically,academically, socially, and emotionally. An area of improvement is community partnerships: Community, Organizations, and Agencies need to be included in school improvement efforts. Plans to improve this area include effective communication efforts to give these partnerships additional opportunities to be involved in any educational improvement endeavors.

Report Summary

Scores By Section



# 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.

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## **Improvement Planning Process**

### Improvement Planning Process

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

Teachers were engaged in the development of the improvement plan in a faculty meeting as a professional learning community. Parents are invited to serve on the SBDM council and public comment is placed on the agenda to give stakeholders the opportunity to have a voice in the development and approval of the improvement plan. Meetings are scheduled to accommodate hours that parents serving on the council work so they can attend. SBDM stakeholders are selected through the voting process.

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

Teachers at the school and the three teachers and two parents serving on the SBDM council participated in the development of the improvement plan. Their responsibility was to provide input on the goals, objectives, strategies, and activities making up the plan. The SBDM council was responsible for reviewing and approving the plan

**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 improvement plan was submitted to the SBDM council and approval was voted upon. A copy of the plan will be provided to the teachers, council members, and parent-teacher organization. The plan will also be published on the school website. The improvement plan will be revisited by all stakeholders to monitor the progress of the activities and strategies and determine if the goals are being met.

# **School Safety Report**

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## **Introduction**

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

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## School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The SBDM council adopted the Emergency Management Plan policy August 19, 2014.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 17, 2014, the SBDM council adopted the EMP that was developed in previous years by the school district and SBDM council.	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The EMP was reviewed and revised by the SBDM council, principal, and first responders on August 19, 2015.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The EMP was reviewed with the faculty and staff on August 5, 2015 which was prior to the first instructional day of the school year.	

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

**KDE Comprehensive School Improvement Plan**

West Marion Elementary School

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	All rooms have evacuation routes posted at the doorway used for evacuation and primary and secondary routes are indicated.	

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

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

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Practices have been designed to ensure control to access by controlling exterior doors. Front doors remain locked at all times. Visitors must call in on a speaker phone with camera coverage of who is entering the building and sign-in and out upon arrival and departure. Visitors wear a visitor badge. Staff members, including substitute teachers wear identification badges and classrooms remain locked during the instructional day	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All four emergency response drills have been conducted during the first 30 days of the school year.  Tornado 8/12/15 Lockdown 8/12/15 Fire 8/12/15 Earthquake 8/12/15	

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

## Equitable Access Diagnostic

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, Highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school, and any other relevant data have been examined to help find areas of strength and improvements.	

### What are the barriers identified?

Student Efficacy (student conduct; over-representation in certain sub-groups within discipline data; lack of knowledge on how to communicate and help students living in poverty to set goals and to build grit; lack of opportunities for students to have multiple opportunities to display content mastery)

### What sources of data were used to determine the barriers?

School achievement Data, Free and Reduced Lunch Percentages and PGES effectiveness data.

### What are the root causes of those identified barriers?

Student Efficacy

### What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Accomplished to Exemplary

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

SBDM reviews student assignment policy each year.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Principal and Counselor use the student assignment policy to schedule students.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

West Marion's teacher retention is extremely high as compared to state average.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Partnerships with Universities and district job fairs to attract top level candidates.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

WMES has a tradition of excellence with very a very low teacher turnover rate.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Monthly PD academies, instructional coaches and monthly meetings for new teachers.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Principals along with instructional coaches are monitoring student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning on ways to support and help teachers be more effective in the classroom.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL survey results are analyzed -to provide teacher input and teacher leadership for next steps in professional learning.

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**Questions**

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

To see School Improvement Plan.

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