



Comprehensive School Improvement Plan

Burnside Elementary School
Pulaski County

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	10
--------------------	----

Stakeholders	11
--------------------	----

Relationship Building	12
-----------------------------	----

Communications	13
----------------------	----

Decision Making	15
-----------------------	----

Advocacy	17
----------------	----

Learning Opportunities	18
------------------------------	----

Community Partnerships	19
------------------------------	----

Reflection	20
------------------	----

Report Summary	21
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	23
--------------------	----

Improvement Planning Process	24
------------------------------------	----

Phase I - Needs Assessment

Introduction 26

Data Analysis 27

Areas of Strengths 28

Opportunities for Improvement 29

Conclusion 30

2016-2017 Comprehensive School Improvement Plan

Overview 32

Goals Summary 33

 Goal 1: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017. 34

 Goal 2: 2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017. 35

 Goal 3: 2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017. 36

 Goal 4: 2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students. 37

 Goal 5: 2016-17 Program Review - All students at Burnside Elementary School will benefit through the implementation of the Arts, Practical Living, Writing and K-3 Program Reviews. 38

Activity Summary by Funding Source 40

Phase II - KDE Assurances - Schools

Introduction 44

Assurances 45

Phase II - KDE Compliance and Accountability - Schools

Introduction 52

Planning and Accountability Requirements 53

Executive Summary

Introduction 66

Description of the School 67

School's Purpose 68

Notable Achievements and Areas of Improvement 70

Additional Information 71

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Data 2016

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

Our school received an accountability rating of Distinguished, Progressing school and School of Distinction for the 2015-2016 school year. Our overall score increased to 79.9. We are a Title I school with a free/reduced lunch percentage of 87.1%. We have two teachers that are National Board Certified in the Language Arts. 84.6% of our teaching staff has three or more years of teaching experience. Twenty two teachers in our school have a master's degree or higher. We have 90 students in our school determined eligible for special education services which is 18.4% of our enrollment.

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

Our percentage of free/reduced lunch students has shown to increase slowly each year. This data gives us information that is important to consider when determining the barriers to learning each of our students face. We use all available resources both in our school, in our district and in our community to help meet the needs of our students. We feel our school's use of Title I funds helps provides the instruction needed to increase student achievement in reading, math and writing. With our school having 18.4% identified special education students, we feel this is a needed area to analyze further to determine if there are gaps and where those gaps may be. We use formative and summative instructional data as well as surveys to help us determine the needs of each student individually.

To root causes of the socioeconomic barrier is something the school can't address directly however we feel we provide the needed services for those students and they have shown progress as determined by formative assessment data as well as KPREP data. The identification of special education students with a percentage of 18.4% is determined by Kentucky eligibility requirements. These students receive high quality instruction in a variety of settings and progress is monitored by trained staff.

Comprehensive School Improvement Plan

Burnside Elementary School

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

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

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

OR

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

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings by 05/15/2017 as measured by K-PREP.

Strategy1:

Literacy Initiative - Through various Literacy-focused activities, teachers will analyze data, explicitly plan lessons and provide interventions in addition to direct instruction.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Angie Robinson, Classroom Teachers

Strategy2:

Professional Development - The district screens applicants, all paraeducators are required to take and pass the paraeducator assessment, and the interview process helps to ensure quality candidates for the schools. All teachers, go through district and school level screening processes, are highly qualified, and teaching in their areas of expertise. Professional development is provided to all staff based on need and in appropriate areas.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete professional development activities that will increase student achievement.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson

Strategy3:

Math Initiative - Through various Mathematics-focused activities, teachers will analyze data and explicitly plan lessons to guide their direct classroom instruction.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Goal 2:

2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating in the non-duplicated gap group by 12/29/2017 as measured by K-PREP.

Strategy1:

Daily Interventions - Students identified as scoring below Proficient in the non-duplicated GAP group will receive interventions in the area(s) of Reading and/or Math.

Category: Learning Systems

Research Cited:

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided to identified students in the areas of difficulty demonstrated on various assessments that include AIMSWEB, KPREP, classroom assessments and observations.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily interventions from a trained interventionist using Reading Mastery, Corrective Reading, Reading Wonders Intervention Program or other research based reading instruction.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teachers

Comprehensive School Improvement Plan

Burnside Elementary School

Goal 3:

2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number or reading and math novice ratings by 11/15/2016 as measured by K-PREP.

Strategy1:

Novice Identification & Intervention - Novice scoring students will be identified and an intervention plan will be initiated.

Category: Continuous Improvement

Research Cited:

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily interventions from a trained interventionist using research based instruction in the areas of Reading and Math.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teacher(s)

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

April Mounce, Principal

Sharon Etris, President of Parent Teacher Association

Kasi Morrow, Parent

Charlena Goodpaster, Parent

Scott Coggins, Parent

Lisa Thomas, 5th grade teacher

Janel Grider, Media Specialist

Kelly Troxtell, Special Education Aide

Robyn Brooks, Secretary

Angie Robinson, Curriculum Specialist

Angela Evans, 1st grade teacher

Anita Loveless, 4th grade teacher

Eric Burton, Music Teacher

Kelley Mounce, FRC Coordinator

Carter Stewart, SBDM parent member

Todd Sumner, Parent and Business Owner

Kelley Donahue, Parent

Cassondra Dalton, Counselor

Karen New, Preschool Teacher

Jennifer Hughes, Bus Driver

Rhonda Thompson, Kindergarten Aide

Michael Gibson, Special Education Teacher

Wendy Helton, SBDM teacher member

Elizabeth Branum, SBDM parent member

Relationship Building

Overall Rating: 3.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.71

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

Comprehensive School Improvement Plan

Burnside Elementary School

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

Decision Making

Overall Rating: 3.71

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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

Comprehensive School Improvement Plan

Burnside 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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.33

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership 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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Areas of strength noted include communication with parents about school and community resources available for addressing student learning and reducing the barriers to learning. Another strength noted the staff's and SBDM council members commitment to involving all stakeholders in the school improvement planning process and communicating with parents about the school's efforts, goals, mission statement, and efforts to involve many others in this process. Many opportunities exist for parents and community members to be involved in the school's efforts for improvement.

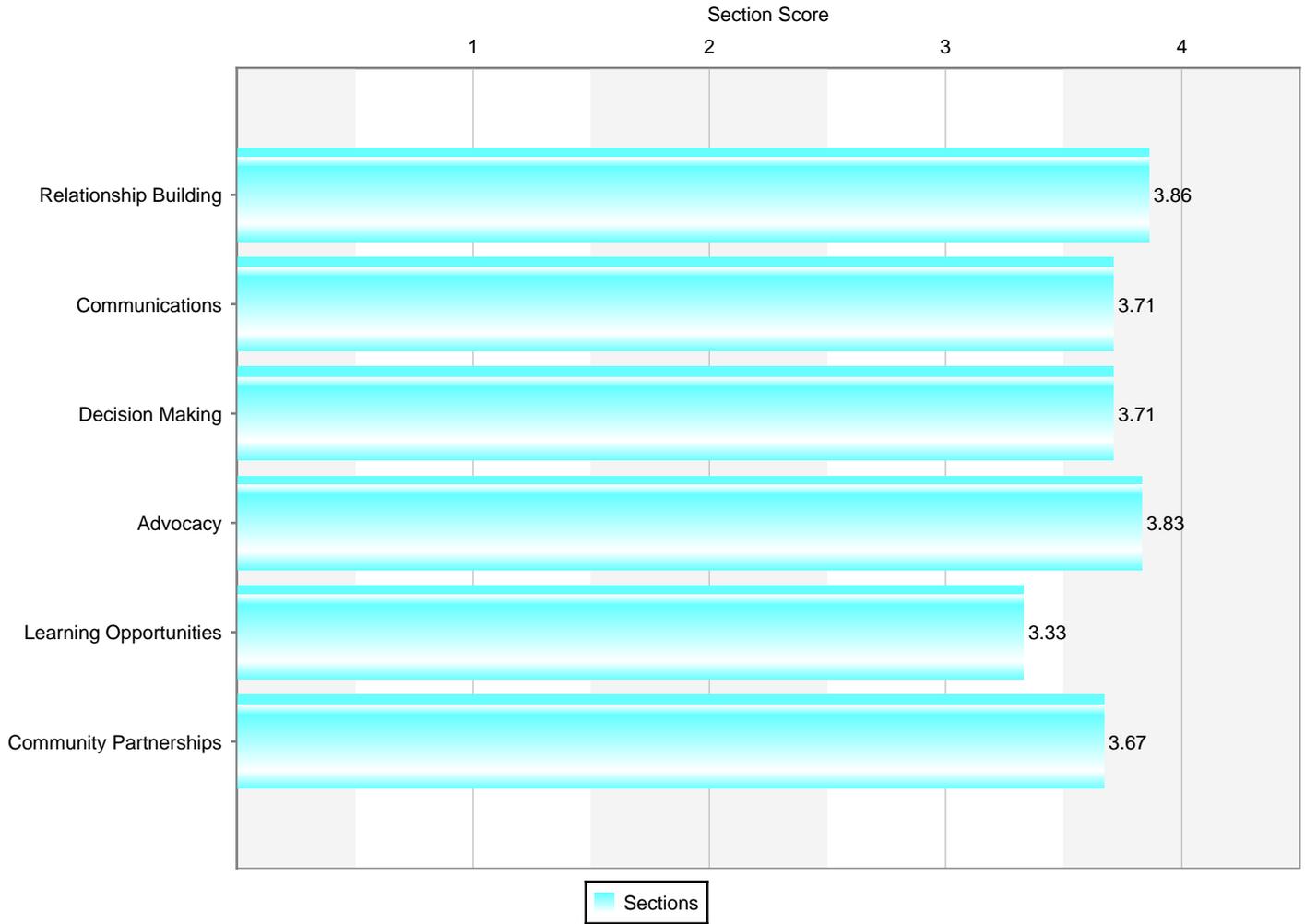
Areas in need of improvement included educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.

The actions our school is taking to sustain the areas of strength include continually seeking input and feedback from parents, staff and students. We feel that it is important to keep communicating in multiple ways that include social media, mass texting, mass phone calls, newspaper releases, school webpages, mailings, handouts, postings, and face to face meetings about school improvement and planning efforts.

Our plans to improve the areas of need include training and educating parents about various services available for their children as well as addressing their learning needs. We plan to work collaboratively with our parent organization, work during parent conferences to help parents understand the expectations, programs and services we provide and help them understand how they can help their child be successful. We do plan to work with staff to identify areas of need individually with the parents of their classroom and address those needs using a variety of services within the school and also using outside agencies.

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.

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.

Our process to involve a variety of school stakeholders in our improvement plan development included committee meetings, monthly CSIP meetings, parent volunteer meetings, SBDM meetings, PTA meetings, staff meetings, emails, press releases that involved asking for input, feedback on the 2016-2017 improvement plan and then suggestions or comments on the proposed current plan for 2016-2017.

Stakeholders were selected by holding position as a parent representative on the school's SBDM council, serving as an officer on the school's PTA board, or serving within the classroom as a classroom contact. Then roles were discussed and aligned at the start of the planning process in committee meetings and during the final submission meeting. Meetings both committee, final submission and approval meeting were scheduled based on input from the participants and availability of all members.

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

Representatives included parents, teachers, classified staff and school administration. Each person's responsibility included serving on various school committees, soliciting input from others, analyzing data from multiple sources and providing feedback on past improvement plan and the current proposal for the new 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 final improvement plan was communicated to all stakeholders through staff meetings, PTA meetings, SBDM Meetings, school bulletin board, feedback solicited throughout the school day through press releases, web site feedback, comment/suggestion box in school and planning meetings held at the school. Progress is communicated quarterly through progress notes posted on the ASSIST website, submitted and approved by our school's SBDM council and then posted within the school on the bulletin board. Progress is also noted in our school's newsletter and is included in the Principal's communication to parents.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Using data from a variety of sources that include KPREP, trend data, MAP data, past DE data, AIMSWEB, classroom performance data, surveys of all school stakeholders, TELL survey data, Kindergarten readiness information, report card data and program review data, our school staff and parents are working to identify our school's strengths as well as areas for improvement.

We identify individual students' scores on various forms of data as listed above and begin to analyze that data to determine what each student needs and what we can do to address those needs as a staff. We feel once we identify the gap areas and learn what we scored lower in we can begin to see what we need to do to address the learning gaps within our school's performance.

The data tells us how students are performing based on the type of assessment we are looking at. We felt it was also important to look at the TELL survey data to determine what areas our staff feels we need to address. We surveyed parents, staff, students to give us more information in what these stakeholders and groups feel about the programs, services and support we are providing and what we can do better at.

The data from various sources tells us different things. That is why we feel that we need to consider a variety of sources of data in order to look at the entire data picture. We do feel the KPREP and MAP data does not provide us with diagnostic type of information so we have to use formative assessment data in the classrooms to determine the instructional needs of our students.

Areas of Strengths

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

Areas of strength noted by our staff, parents during the data analysis include the following:

- Overall increase of 7.6 in KPREP scores
- Program Review Score success
- Increased the combined reading and math percentage of students scoring proficient/distinguished
- We met our AMO goal of 64.5 with an actual score of 73.9
- Increase of math scores on the KPREP testing from 2014 to 2015
- Increase in social studies scores on the KPREP testing from 2014 to 2015
- Growth demonstrated by kindergarten students for an entire school year based on the Brigance readiness test and end of the year results
- Parental support in our school's efforts improved
- Staff acceptance of scores and willingness to do what it takes to improve. Our staff has taken an active role and accepts their responsibility in our school's achievement
- Staff commitment as communicated through the TELL survey
- Our school administration has high expectations of all staff as based on data from the TELL survey

We are committed to our school's improvement plan efforts and support the school's goal for success. We feel that with our staff implementing the activities and strategies combined with the staff commitment to success, that we will accomplish our goal.

Opportunities for Improvement

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

Areas for improvement identified by our staff, parents during the data analysis include the following:

- Our reading scores on the KPREP test appear to be stagnant
- Gap scores in both reading and math for the non-duplicated students
- Writing on demand scores on the KPREP test
- Decreasing the number of novice scores on the KPREP tests for all content areas
- Language mechanics scores on the KPREP test
- Disability students scores on the KPREP test in all content areas
- Addressing all students needs within the areas of intervention and locating resources that include staffing to provide these services
- Addressing teacher concerns and issues by the administration as based on TELL survey data
- Evaluating professional development and providing follow up based on the TELL survey data

Our plans to improve the areas of need include our efforts in our school's improvement plan as well as managing the plan and managing implementation of the plan. We feel that our efforts in the classroom, in planning sessions, training opportunities and implementation of the common core standards will help us improve our school's efforts to increase student learning in all areas including those students with disabilities.

Conclusion

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

Our next steps in addressing the areas of the concern include the following:

- Providing quality instruction based on the school's curriculum map and the common core standards
- Provide feedback to teachers on instruction and instructional efforts through classroom observations, meetings, planning meetings
- Provide interventions for students that are identified as Tier 2 and Tier 3 in all content areas
- Assess student learning with continuous assessment that includes both formative and summative assessments
- Analyze the data from assessments and make next step plans with teachers
- Provide quality professional development and training for teachers based on their growth plan and areas of need
- Adjust instruction when appropriate and when needed for students
- Evaluate service plans for students with disabilities as well as those students identified as gifted
- Conference with students regarding their progress and involve them in self-assessment with the goal of students becoming responsible for their own learning
- Work in collaboration with parents to develop a rapport, provide information and to help parents commit to helping their child learn and supporting the school's efforts for improvement
- Address all barriers to learning by involving our school's parents, community members, administration, district staff, board of education, SBDM council, Family Resource Center and other agencies when appropriate

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	2016-17 Program Review - All students at Burnside Elementary School will benefit through the implementation of the Arts, Practical Living, Writing and K-3 Program Reviews	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings by 05/15/2017 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Through various Literacy-focused activities, teachers will analyze data, explicitly plan lessons and provide interventions in addition to direct instruction.

Category: Learning Systems

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Angie Robinson, Classroom Teachers
Activity - Explicit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0	General Fund	April Mounce, Angie Robinson, Classroom Teachers
Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Strategy 2:

Math Initiative - Through various Mathematics-focused activities, teachers will analyze data and explicitly plan lessons to guide their direct classroom instruction.

Category: Learning Systems

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Goal 2: 2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating in the non-duplicated gap group by 12/29/2017 as measured by K-PREP.

Strategy 1:

Progress Monitoring - Teachers will progress monitor students using the AIMSWEB screener as well as other identified monitoring tools specific to student needs. Results will be used to determine instructional needs of each child and will give teachers information needed to plan interventions, plan classroom instruction and will meet the needs of each individual student, therefore increasing student learning and achievement.

Category: Learning Systems

Activity - Behavioral Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Services addressing student behavioral needs will include counseling, mentoring, interventions, parent involvement, consulting behavioral specialists and therapy.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	April Mounce, Angie Robinson, Cassandra Dalton, FRC Coord.

Strategy 2:

Daily Interventions - Students identified as scoring below Proficient in the non-duplicated GAP group will receive interventions in the area(s) of Reading and/or Math.

Category: Learning Systems

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive daily interventions from a trained interventionist using Reading Mastery, Corrective Reading, Reading Wonders Intervention Program or other research based reading instruction.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teachers
Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be provided to identified students in the areas of difficulty demonstrated on various assessments that include AIMSWEB, KPREP, classroom assessments and observations.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	General Fund	April Mounce, Angie Robinson, Classroom Teachers
Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive assistance and instruction from Americorp workers based on their need as identified from assessments and classroom performance. Services will be provided either as before school tutoring, after school tutoring or during the day tutoring.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	General Fund	April Mounce, Angie Robinson, Americorp workers

Goal 3: 2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 11/15/2016 as measured by K-PREP.

Strategy 1:

Novice Identification & Intervention - Novice scoring students will be identified and an intervention plan will be initiated.

Category: Continuous Improvement

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Burnside Elementary School

Students will receive daily interventions from a trained interventionist using research based instruction in the areas of Reading and Math.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teacher(s)
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Goal 4: 2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students by 12/31/2017 as measured by perception data, specifically data from the Missing Piece survey, data from the TELL survey, attendance data and behavior data.

Strategy 1:

Increased Communication - School staff will work with families and members of the community regarding school and community resources available for addressing student learning and reducing the barriers to learning.

Category: Continuous Improvement

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase involvement of stakeholders by educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.	Parent Involvement, Community Engagement	01/03/2017	12/31/2017	\$0	Other	April Mounce and FRC Coordinator

Strategy 2:

Collaboration for Early Learning - Kindergarten teachers will collaborate with preschool teachers to identify those students that are struggling and will work with preschool to provide ideas, suggestions to implement with struggling students.

Category: Early Learning

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Burnside Elementary School

Kg teachers will collaborate with Preschool teachers to provide input and ideas for implementing interventions and PreK concepts, skills and expectations in the preschool classroom.	Academic Support Program	01/03/2017	12/31/2017	\$0	No Funding Required	Angie Robinson, KG teachers, PreK teachers
Activity - Transition Meeting for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host transition to Kindergarten meetings with parents sharing learning expectations for Kindergarten students.	Parent Involvement, Community Engagement, Academic Support Program	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce, KG teachers, PreK teachers
Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make home visits to their students homes and provide modeling and training to parents about reading to their children and sharing the Kg expectations for students.	Parent Involvement, Academic Support Program	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce

Goal 5: 2016-17 Program Review - All students at Burnside Elementary School will benefit through the implementation of the Arts, Practical Living, Writing and K-3 Program Reviews

Measurable Objective 1:

collaborate to provide a quality arts, practical living, writing, global competency/world language and K-3 program for all students at Burnside Elementary by 12/31/2017 as measured by KY Program Review Accountability.

Strategy 1:

Something for Everyone - All teachers at Burnside Elementary will integrate arts and humanities, practical living, writing and K-3 instruction, following an aligned curriculum and will assess student learning using formative and summative type assessments. Teachers will participate in professional development that provides examples of integration of all curriculums and all students will be provided various opportunities during the school year, during the school day and outside the school day. Teachers will be provided opportunities to demonstrate leadership in all program review areas. All of these components are required within the Program Review.
Category: Learning Systems

Activity - Curriculum Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Burnside Elementary School

Teachers will work with arts and humanities, practical living, writing and primary program instructors to develop a school curriculum and will work to identify those standards that classroom teachers can integrate into their classroom instruction.	Policy and Process	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce, Eric Burton, Janel Grider, Cassandra Dalton, Amanda Cox
Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all teachers training on best practices in arts and humanities, practical living, writing and K-3 Primary Program, sharing in a professional learning community.	Professional Learning	01/03/2017	12/31/2017	\$0	No Funding Required	April Mounce

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
Daily Interventions	Students will receive daily interventions from a trained interventionist using research based instruction in the areas of Reading and Math.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teacher(s)
Explicit Planning	Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers
Math Interventions	Interventions will be provided to identified students in the areas of difficulty demonstrated on various assessments that include AIMSWEB, KPREP, classroom assessments and observations.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers
Before/After School Tutoring	Students will receive assistance and instruction from Americorp workers based on their need as identified from assessments and classroom performance. Services will be provided either as before school tutoring, after school tutoring or during the day tutoring.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Americorp workers
Reading Interventions	Students will receive daily interventions from a trained interventionist using Reading Mastery, Corrective Reading, Reading Wonders Intervention Program or other research based reading instruction.	Direct Instruction, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Burnside Elementary School

Best Practices	Provide all teachers training on best practices in arts and humanities, practical living, writing and K-3 Primary Program, sharing in a professional learning community.	Professional Learning	01/03/2017	12/31/2017	\$0	April Mounce
Home Visits	Teachers will make home visits to their students homes and provide modeling and training to parents about reading to their children and sharing the Kg expectations for students.	Parent Involvement, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce
Behavioral Supports	Services addressing student behavioral needs will include counseling, mentoring, interventions, parent involvement, consulting behavioral specialists and therapy.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Cassandra Dalton, FRC Coord.
Data Boards	Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers
Transition Meeting for Parents	Host transition to Kindergarten meetings with parents sharing learning expectations for Kindergarten students.	Parent Involvement, Community Engagement, Academic Support Program	01/03/2017	12/31/2017	\$0	April Mounce, KG teachers, PreK teachers
Data Boards	Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers
Curriculum Design	Teachers will work with arts and humanities, practical living, writing and primary program instructors to develop a school curriculum and will work to identify those standards that classroom teachers can integrate into their classroom instruction.	Policy and Process	01/03/2017	12/31/2017	\$0	April Mounce, Eric Burton, Janel Grider, Cassandra Dalton, Amanda Cox
Explicit Planning	Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0	April Mounce, Angie Robinson, Classroom Teachers

Comprehensive School Improvement Plan

Burnside Elementary School

PLC Meetings	Kg teachers will collaborate with Preschool teachers to provide input and ideas for implementing interventions and PreK concepts, skills and expectations in the preschool classroom.	Academic Support Program	01/03/2017	12/31/2017	\$0	Angie Robinson, KG teachers, PreK teachers
Daily Interventions	Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Angie Robinson, Classroom Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Involvement	Increase involvement of stakeholders by educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.	Parent Involvement, Community Engagement	01/03/2017	12/31/2017	\$0	April Mounce and FRC Coordinator
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The school reviewed a variety of data that included formative and summative assessments, KPREP data, attendance data, Family Resource center data, surveys from students, parents, teachers and the community, medical data from our school nurse and counseling records.	

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	The instructional staff met multiple times through the school year during school wide common planning times, PLC meetings, grade level meetings, staff meetings and during professional development opportunities.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool teachers met with the kindergarten teacher three times to provide background information as well as academic data related to those students and their needs. Preschool teachers and the administration met with parents three times to provide information regarding kindergarten requirements and to discuss various transition strategies and how they can help.	

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	The instructional staff including the intervention teachers met during the school year each month to plan instruction for students and to review current assessment data and performance data to determine the best plan of instruction for each student identified as needing interventions. Classroom teachers meet with the intervention teacher multiple times a month to discuss the student's progress and to determine if any changes or adjustments to instruction or the schedule are needed. Parents are kept informed about their child's progress.	

Comprehensive School Improvement Plan

Burnside Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Our new teachers and 2nd year teachers participate in a district wide program that provides additional support, training opportunities and basic information related to their position. Teachers in our school work with resource teachers, grade level peers, curriculum specialist and the principal to support and provide assistance to new teachers as well as teachers that need additional support. Our staff is provided monthly planning opportunities as well as three times weekly collaborative planning opportunities.	

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	Our school follows all requirements when allocating and spending Title I funds. Our school specifically allocated funds to provide additional teaching staff to lower class size as well as provide instructional opportunities and daily interventions for students that are identified as needing additional instruction.	

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		Title I Compact Parent Involvement Policy

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

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	Professional development was provided to teachers, staff and administration based on teacher growth plans, administration growth plans, professional development surveys, school wide needs as determined by staff on surveys as well as those providing daily interventions to students.	

Comprehensive School Improvement Plan

Burnside Elementary School

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	Our school conducted a comprehensive needs assessment that reviewed academic data that included formative and summative assessment, KPREP data, attendance data, reducing barriers to learning data. The school determined that data to identify students needing additional supports would come from MAP assessment data as well as AIMSWEB data and teacher input based on performance in the classroom and on formative assessments given in the classroom.	

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	The school staff identified students needing additional support and instruction. The staff also worked with classroom teachers to schedule intervention services to maximize instruction and carryover to the classroom. Interventions are provided by trained staff.	

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	Classroom teachers and intervention teachers work together to plan instruction for those students identified as needing additional support. Explicit planning sessions, PLC meetings and grade level meetings as well as monthly school wide common planning opportunities are focused on student growth and achievement. Scheduling is completed once classroom teachers are consulted to determine the needs of their students.	

Comprehensive School Improvement Plan

Burnside 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	The school staff meets monthly and as needed to review assessment data and performance data of those students identified as needing additional support and instruction. This data is used to make changes to instruction if needed, changes to scheduling and data is reviewed for planning future services and planning professional development for current staff and future planning needs.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Paraprofessionals are assigned to identified areas based on student needs. All paraprofessionals meet the requirements for working with targeted assistance programs.	

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	The school worked with our school's SBDM council, PTA officers and our school's Family Resource Center to plan parental involvement opportunities that would provide training, orientation information and school information to parents. The school has a quality parental involvement program that helps our school be successful.	

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		

Comprehensive School Improvement Plan

Burnside Elementary School

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

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	Our school staff evaluates the implementation of the improvement plan and makes changes as needed. Student achievement results are used as well to review the effectiveness of the strategies and activities.	

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

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	All para-educators work under the direction of a highly qualified classroom teacher and are assigned to provide instruction to students.	

Comprehensive School Improvement Plan

Burnside Elementary School

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	All para-educators work under the direction of a highly qualified classroom teacher and are assigned to provide instruction to students.	

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings by 05/15/2017 as measured by K-PREP.

Strategy1:

Professional Development - The district screens applicants, all paraeducators are required to take and pass the paraeducator assessment, and the interview process helps to ensure quality candidates for the schools. All teachers, go through district and school level screening processes, are highly qualified, and teaching in their areas of expertise. Professional development is provided to all staff based on need and in appropriate areas.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete professional development activities that will increase student achievement.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson

Strategy2:

Math Initiative - Through various Mathematics-focused activities, teachers will analyze data and explicitly plan lessons to guide their direct classroom instruction.

Category: Learning Systems

Research Cited:

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Strategy3:

Literacy Initiative - Through various Literacy-focused activities, teachers will analyze data, explicitly plan lessons and provide interventions in addition to direct instruction.

Category: Learning Systems

Research Cited:

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Goal 2:

2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating in the non-duplicated gap group by 12/29/2017 as measured by K-PREP.

Comprehensive School Improvement Plan

Burnside Elementary School

Strategy1:

Progress Monitoring - Teachers will progress monitor students using the AIMSWEB screener as well as other identified monitoring tools specific to student needs. Results will be used to determine instructional needs of each child and will give teachers information needed to plan interventions, plan classroom instruction and will meet the needs of each individual student, therefore increasing student learning and achievement.

Category: Learning Systems

Research Cited:

Activity - Behavioral Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services addressing student behavioral needs will include counseling, mentoring, interventions, parent involvement, consulting behavioral specialists and therapy.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Cassandra Dalton, FRC Coord.

Strategy2:

Daily Interventions - Students identified as scoring below Proficient in the non-duplicated GAP group will receive interventions in the area(s) of Reading and/or Math.

Category: Learning Systems

Research Cited:

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily interventions from a trained interventionist using Reading Mastery, Corrective Reading, Reading Wonders Intervention Program or other research based reading instruction.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teachers

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided to identified students in the areas of difficulty demonstrated on various assessments that include AIMSWEB, KPREP, classroom assessments and observations.	Academic Support Program Direct Instruction	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive assistance and instruction from Americorp workers based on their need as identified from assessments and classroom performance. Services will be provided either as before school tutoring, after school tutoring or during the day tutoring.	Academic Support Program Direct Instruction	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Americorp workers

Goal 3:

SY 2016-2017

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Comprehensive School Improvement Plan

Burnside Elementary School

2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 11/15/2016 as measured by K-PREP.

Strategy1:

Novice Identification & Intervention - Novice scoring students will be identified and an intervention plan will be initiated.

Category: Continuous Improvement

Research Cited:

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily interventions from a trained interventionist using research based instruction in the areas of Reading and Math.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teacher(s)

Goal 4:

2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students by 12/31/2017 as measured by perception data, specifically data from the Missing Piece survey, data from the TELL survey, attendance data and behavior data.

Strategy1:

Increased Communication - School staff will work with families and members of the community regarding school and community resources available for addressing student learning and reducing the barriers to learning.

Category: Continuous Improvement

Research Cited:

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase involvement of stakeholders by educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.	Parent Involvement Community Engagement	01/03/2017	12/31/2017	\$0 - Other	April Mounce and FRC Coordinator

Comprehensive School Improvement Plan

Burnside Elementary School

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings by 05/15/2017 as measured by K-PREP.

Strategy1:

Professional Development - The district screens applicants, all paraeducators are required to take and pass the paraeducator assessment, and the interview process helps to ensure quality candidates for the schools. All teachers, go through district and school level screening processes, are highly qualified, and teaching in their areas of expertise. Professional development is provided to all staff based on need and in appropriate areas.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete professional development activities that will increase student achievement.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson

Strategy2:

Literacy Initiative - Through various Literacy-focused activities, teachers will analyze data, explicitly plan lessons and provide interventions in addition to direct instruction.

Category: Learning Systems

Research Cited:

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Angie Robinson, Classroom Teachers

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Strategy3:

Math Initiative - Through various Mathematics-focused activities, teachers will analyze data and explicitly plan lessons to guide their direct classroom instruction.

Category: Learning Systems

Research Cited:

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

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

Goal 1:

2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students.

Comprehensive School Improvement Plan

Burnside Elementary School

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students by 12/31/2017 as measured by perception data, specifically data from the Missing Piece survey, data from the TELL survey, attendance data and behavior data.

Strategy1:

Increased Communication - School staff will work with families and members of the community regarding school and community resources available for addressing student learning and reducing the barriers to learning.

Category: Continuous Improvement

Research Cited:

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase involvement of stakeholders by educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.	Community Engagement Parent Involvement	01/03/2017	12/31/2017	\$0 - Other	April Mounce and FRC Coordinator

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

Goal 1:

2016-17 School and Community Collaboration: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social and developmental needs of all students by 12/31/2017 as measured by perception data, specifically data from the Missing Piece survey, data from the TELL survey, attendance data and behavior data.

Strategy1:

Increased Communication - School staff will work with families and members of the community regarding school and community resources available for addressing student learning and reducing the barriers to learning.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase involvement of stakeholders by educating parents/guardians regarding the resources available outside the school setting, working to provide multiple opportunities for parents to communicate with their teachers regarding their child's progress and to communicate with parents effectively regarding the common core standards, the school's curriculum and various school programs.	Parent Involvement Community Engagement	01/03/2017	12/31/2017	\$0 - Other	April Mounce and FRC Coordinator

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency rating from 67% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings by 05/15/2017 as measured by K-PREP.

Strategy1:

Professional Development - The district screens applicants, all paraeducators are required to take and pass the paraeducator assessment, and the interview process helps to ensure quality candidates for the schools. All teachers, go through district and school level screening processes, are highly qualified, and teaching in their areas of expertise. Professional development is provided to all staff based on need and in appropriate areas.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete professional development activities that will increase student achievement.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson

Strategy2:

Math Initiative - Through various Mathematics-focused activities, teachers will analyze data and explicitly plan lessons to guide their direct classroom instruction.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Strategy3:

Literacy Initiative - Through various Literacy-focused activities, teachers will analyze data, explicitly plan lessons and provide interventions in addition to direct instruction.

Category: Learning Systems

Research Cited:

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during explicit planning sessions to construct data boards that demonstrate classroom performance, whole grade performance and individual student performance. Teachers use this time to plan instruction based on the needs of each student focused on allocating resources, staff, interventions needed and planning for future instructional delivery.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Classroom Teachers

Activity - Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily interventions to identified students using Reading Mastery and Corrective Reading programs.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Angie Robinson, Classroom Teachers

Activity - Explicit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a PLC twice a year analyzing student work, assessments and classroom performance. This will provide teachers with informed data to make instructional changes within their classrooms.	Professional Learning	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Comprehensive School Improvement Plan

Burnside Elementary School

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-17 GAP - Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 63% to 68% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating in the non-duplicated gap group by 12/29/2017 as measured by K-PREP.

Strategy1:

Daily Interventions - Students identified as scoring below Proficient in the non-duplicated GAP group will receive interventions in the area(s) of Reading and/or Math.

Category: Learning Systems

Research Cited:

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided to identified students in the areas of difficulty demonstrated on various assessments that include AIMSWEB, KPREP, classroom assessments and observations.	Direct Instruction Academic Support Program	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers

Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive assistance and instruction from Americorp workers based on their need as identified from assessments and classroom performance. Services will be provided either as before school tutoring, after school tutoring or during the day tutoring.	Academic Support Program Direct Instruction	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Americorp workers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive daily interventions from a trained interventionist using Reading Mastery, Corrective Reading, Reading Wonders Intervention Program or other research based reading instruction.	Academic Support Program Direct Instruction	01/03/2017	12/31/2017	\$0 - General Fund	April Mounce, Angie Robinson, Classroom Teachers, Intervention Teachers

Strategy2:

Progress Monitoring - Teachers will progress monitor students using the AIMSWEB screener as well as other identified monitoring tools specific to student needs. Results will be will used to determine instructional needs of each child and will give teachers information needed to plan interventions, plan classroom instruction and will meet the needs of each individual student, therefore increasing student learning and

Comprehensive School Improvement Plan

Burnside Elementary School

achievement.

Category: Learning Systems

Research Cited:

Activity - Behavioral Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services addressing student behavioral needs will include counseling, mentoring, interventions, parent involvement, consulting behavioral specialists and therapy.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Angie Robinson, Cassandra Dalton, FRC Coord.

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:

2016-17 Program Review - All students at Burnside Elementary School will benefit through the implementation of the Arts, Practical Living, Writing and K-3 Program Reviews

Measurable Objective 1:

collaborate to provide a quality arts, practical living, writing, global competency/world language and K-3 program for all students at Burnside Elementary by 12/31/2017 as measured by KY Program Review Accountability.

Strategy1:

Something for Everyone - All teachers at Burnside Elementary will integrate arts and humanities, practical living, writing and K-3 instruction, following an aligned curriculum and will assess student learning using formative and summative type assessments. Teachers will participate in professional development that provides examples of integration of all curriculums and all students will be provided various opportunities during the school year, during the school day and outside the school day. Teachers will be provided opportunities to demonstrate leadership in all program review areas. All of these components are required within the Program Review.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Burnside Elementary School

Activity - Curriculum Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with arts and humanities, practical living, writing and primary program instructors to develop a school curriculum and will work to identify those standards that classroom teachers can integrate into their classroom instruction.	Policy and Process	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce, Eric Burton, Janel Grider, Cassandra Dalton, Amanda Cox

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all teachers training on best practices in arts and humanities, practical living, writing and K-3 Primary Program, sharing in a professional learning community.	Professional Learning	01/03/2017	12/31/2017	\$0 - No Funding Required	April Mounce

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Burnside Elementary School is a great place to be! Our school is filled with students and staff that are responsible, compassionate, energetic, and hard workers. Our facility is comprised of three floors (with an elevator) and accommodates 68 staff members and 457 students in Preschool through 5th grade. We currently have 90% of our student population that qualify for the free and reduced lunch program.

Burnside Elementary is located in Burnside, KY near Lake Cumberland in Pulaski County. Although Burnside is located in a rural community, it serves multiple small neighborhoods. According to the 2010 Census Report and City-Data.com, the community is comprised of approximately 5,793 people; 2,743 males 3,050 females. Data regarding highest levels of education achieved by those 25 years or older show that an average of 78.3% have a high school diploma, 10.7% have a Bachelor's degree, 5.2% have a Graduate or Professional degree, and 9.8% remain unemployed. Sixteen percent of citizens in the community are single, 56.2% are married, 3.5% are separated, 10.2% are widowed and 14.3% are divorced. The community, like the county is predominately White/Caucasian at 96%. The geographic service area is large, covering over 80 square miles. We have 17 school buses that transport our students daily. Despite the number of buses, many of our students experience a long bus ride each day due to such a large service area.

The staff is comprised of 68 employees; 37 Certified employees and 31 Classified employees. Among the 37 Certified employees, 34 are female and 3 are male. Among the 31 Classified employees, 28 are female and 3 are male. The ethnicity of all staff members is Caucasian. In regards to years of teaching experience, seven Certified employees have taught 0-5 years, seven have taught 6-10 years, nine have taught 11-15 years, seven have taught 16-20 years, and seven have over 20 years of experience. In regards to certification, fourteen employees have earned a Masters degree, and eighteen have earned a Rank I. In addition, members of our staff have earned numerous additional certifications including: National Board, Reading/Writing Specialist, Media Specialist, Curriculum Specialist, DPP certification, Principal K-12, Elementary Supervisor, Kentucky Speech-Language Pathology Association State License, American Speech-Language Pathology and Audiology Certificate of Clinical Competence (national certification).

Although our school has not experienced changes within the last three years, our school has felt the effects of the weak economy. We have 15% of our students living with relatives or are considered homeless by state standards. In addition to this demographic, we have another 37% living with only 1 of their biological parents. During the 2015-2016 school year, our Family Resource Center provided families with 3,080 food bags during the school year, provided 236 referrals for counseling services, 5,365 nursing services, 970 referrals for clothing, 572 school supplies, 29 referrals for tutoring services, 124 referrals for child care services, and make 3 referrals for crisis intervention services.

Our enrollment consists of 226 males, 231 females for a total of 457 students. Twenty-two of our students are African American, Hispanic or Asian, which is 0.05% of the student population. Twenty-one percent of our students are served through the Special Education program, including Speech and Language therapy. Forty-three percent of our students are served through the Response to Intervention program.

School's Purpose

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

Mission Statement: Inspiring students to achieve excellence in academics, citizenship and character.

Our school's vision statement was developed with input from all staff and parents within our school. We developed our vision based on what we believe our students can and will become after attending our school. We are proud of our accomplishments and strive to provide all the learning opportunities that our students need to be great citizens of Pulaski County, Kentucky and the United States of America.

Vision Statement: We value children and believe that every child has the potential to be a successful student at Burnside Elementary. We believe in collaboration between staff, parents, and students to achieve academic excellence. Collectively, we provide a safe, supportive environment fostering a learning that is not limited to the four walls of the classroom. Our students will extend their learning to their homes and communities, and in the process develop a life-long passion for learning.

Burnside Elementary provides a variety of services to meet the needs of our students, including:

- * Interventions in Reading, Writing, Math, Science and Social Studies.
- * Counseling
- * Mentoring
- * Character Education
- * Choir
- * Beginning Instrument Appreciation
- * Conservation
- * 4-H
- * BETA Club
- * Family Resource Center service (i.e. clothes, home visits, food, etc.)
- * Academic Team
- * Gifted & Talented
- * Student Jobs
- * Football
- * Cheerleading
- * Basketball
- * Archery
- * PRIDE
- * Intramural Basketball
- * Reading Night
- * Math Night
- * Accelerated Reader
- * Drama Club
- * Literacy Bell

Comprehensive School Improvement Plan

Burnside Elementary School

- * Generals on a Mission Club
- * Daycare
- * Summer Care
- * Tutoring
- * Grade Level Monthly Celebrations
- * CHAMPS
- * Field Trips relating to academics
- * Guest Presenters
- * Career Day
- * Field Day
- * Monthly Recognition Assemblies
- * Dude/Diva's Day

From the above list, our students have multiple opportunities to achieve in academics, citizenship and character.

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.

Burnside Elementary has had notable scores in the district for the last ten years. The goals and objectives in our 2015-2016 were achieved through the implementation of the strategies and activities described. These strategies and objectives helped us surpass our Annual Measurable Objective (AMO). In 2015-2016, our AMO was 64.5. By following the goals and objectives outlined in our previous plan we surpassed our AMO with a score of 79.9 in 2015-2016. We have been consistently labeled a Proficient/Progressing school, but moved to be a Distinguished/Progressing School, as well as a School of Distinction in 2015-2016.

In addition, our school's academic team has won district and regional competitions in the areas of quick recall, future problem solving as well as individual content areas that included math, social studies, science, written composition and reading every year since 2011. Our school had three students to place in the top ten finalists for the state of Kentucky in the Zaner Bloser National Handwriting Contest in 2015.

Our school has identified two areas for improvement in academics, which include Reading and Math. Our goal is for all of our students to score Proficient or Distinguished in both areas, as well as all academic areas. We feel that our goals and activities will provide the pathway for our students to be successful with quality instruction and support from our school staff in collaboration with our parents. Our school wishes to maintain and promote student learning and achievement in the areas of Social Studies and Writing. We also feel that our school continues to improve and provide a quality arts and humanities as well as practical living skills that are vital to our school's efforts for total school improvement.

Additional Information

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

At Burnside Elementary, you will find learning taking place in all areas. Individualized instruction, as well as differentiated instruction, can be found throughout all grades, content areas and levels in our building. Student success is celebrated monthly in a school wide assembly where students celebrate with each other from Kindergarten through Fifth grade.

A variety of intervention programs are implemented to address the learning needs of all students. With the implementation of Response to Intervention (RtI), our school has implemented a system of continuous assessment and data analysis that drives instruction throughout every classroom. Interventions are provided in all content areas, mental health areas as well as behavioral areas in order to address all student needs.

All staff members participate in professional development and training in new educational programs and technology-based education. We are working hard to prepare our students for the future by giving them the fundamentals of learning, along with the technological skills they will need to compete in today's world.

You will find parent volunteers working daily at the school or working from home assisting with academic and school success. Our parents logged over 4,200 hours during the 2015-2016 school year. Our school members feel it takes a team effort of parents, students, staff, and community to provide the best learning for our children.