



# **KDE Comprehensive School Improvement Plan**

**Burning Springs Elementary**  
**Clay County**

Kendra Hooker, Principal  
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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Burning Springs Elementary is located in the small rural community of Burning Springs in Clay County. The school is located just off of North Highway 421. Our school serves a community of varied socioeconomic background with 84% of our students receiving free or reduced lunch. 19 percent of our school population qualifies for special education services and we have a 11% mobility rate. There are 25 certified and 16 classified staff, serving a total of 317 students in grades Pre-K thru 6th grade.

We began the 2013/14 school year with a new principal, Mrs Kendra Hooker. Mrs. Hooker and the staff feel that all students are worthy of our best efforts, all students can be successful, and we have a shared responsibility for student success. Burning Springs Elementary staff is committed to encouraging every child to reach his/her full potential by providing a safe and healthy environment; and by promoting high expectation for achievement, responsibility, and respect for all.

## **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.**

The staff and parents of Burning Springs Elementary believe that all students can learn at high levels. We recognize that students have individual intellectual, physical, and emotional needs and accept the challenge to provide appropriate learning opportunities that meet the needs of our students on a daily basis.

The Staff at Burning Springs Elementary believes that our mission is to educate all students to enable them to become self-sufficient individuals. Therefore, we have decided upon a concise mission and vision statement that reflects what the entire staff views to be the most important component to our schools success: TEAM FOCUS, Together Everyone Accomplishes More, Finding Our Children's Unique Solutions.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

According to the Commonwealth of Kentucky School Report Card, Burning Springs Elementary is classified as a Needs Improvement/Progressing School. This classification means that our scores are under the 70th percentile, but we have met our Annual Measurable Objective for the 2012-2013 school year. Our AMO goal was 48.6 and we exceeded the goal and achieved 50.0 as our overall score. We are well on our way to achieving proficiency.

Burning Springs continues to participate in the district-wide reading initiative. Our goal is to have 90% of 3rd graders reading at or above the 50th percentile. According to MAP data, Burning Springs is making steady progress in achieving that goal.

Burning Springs uses a variety of programs to monitor student progress throughout the year for all grade levels. We implement programs such as Success Maker, Study Island, MAP, Discovery Education, and various formative and summative classroom assessments to measure student progress.

Burning Springs teaching staff consists of 5 males and 17 females. 100% of BSE staff is highly qualified with 78.9% with a Rank 1 and 21.1% with a Master's Degree.

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

## **Additional Information**

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

The staff at Burning Springs Elementary is collaborating to ensure that all students are learning at the highest levels. Professional Learning Communities (PLCs) within the school are meeting weekly to discuss student data and curriculum challenges. Within those PLCs all teachers have analyzed the K-Prep and MAP data for the school and individual classrooms. Teachers are keeping curriculum and data notebooks; which are being used to guide and drive instruction. Teachers target students for additional instruction or set goals for students to help them understand expectations. Through the PLC meetings; priority needs, causes and contributing factors, goals and objectives are discussed and communicated to SBDM council and then the leadership group can make appropriate revisions to the CSIP as needed. The SBDM council is very active with monthly meetings that have a strict agenda. Before CSIP is presented to the SBDM council, the plan will go through a peer review process, presented to PTO, and re-evaluated by the staff.

Data analysis is the driving force for instruction at Burning Springs Elementary. Data sources include:

KPREP

MAP

Discovery Education

TELL

Formative Assessment

Common Assessment

# **Burning Springs CSIP 2014-2015**

## **Overview**

### **Plan Name**

Burning Springs CSIP 2014-2015

### **Plan Description**

This is the CSIP for Burning Springs Elementary for 2014-2015.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary from 44% to 72% in 2017.	Objectives: 1 Strategies: 5 Activities: 27	Organizational	\$100560
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.1% in 2014 to 75% in 2017.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$5500
3	Prepare and train all teachers on the Professional Growth and Effectiveness System	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2017 as measured by K-Prep scores.

### Strategy 1:

Literacy Initiative - Continued use of Imagine It! Curriculum with continued monitoring by the Principal, School Instructional Coach and Imagine it Consultant.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	All reading staff
Activity - DesCarte: A Continuum of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	01/01/2014	06/30/2017	\$0	No Funding Required	All reading staff
Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to receive professional development for the continued use of order thinking questioning strategies in daily reading instruction.	Professional Learning	01/01/2014	06/30/2017	\$200	Other	Judy Bray, PD Coordinator
Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) and Brigance.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach
Activity - Total Participation Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Development in student engagement and learning will be provided to all staff. TPT Techniques are needed for instructional improvements in literacy, but can also be applied to all content areas.	Professional Learning	01/01/2014	06/30/2017	\$500	Other	Judy Bray, PD Coordinator Kendra Hooker, Principal
<b>Activity - Writing Interventions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A Certified Teacher will provide writing instruction for students who are struggling with the writing process	Academic Support Program	11/03/2014	06/30/2017	\$0	Other	Certified Teacher (Melissa Cornett), Principal
<b>Activity - After School Literacy Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The staff provides extended time (1 hour and 45 min.) for students who need literacy support.	Academic Support Program	09/01/2014	06/30/2017	\$47000	Other	Principal, Save the Children Program Coordinator, various staff
<b>Activity - Imagine It!</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Imagine materials will be purchased using textbook funds for 6th grade to complete school wide inclusion of the Literacy Initiative.	Other	08/18/2014	06/30/2017	\$3500	Text Books	Teachers, Principal, Instructional Coach, District Supervisor, and school support staff.

### Strategy 2:

Math Initiative - Continued used of Envision Math program with continued monitoring by the principal, school instructional coach and district supervisors.

Category: Continuous Improvement

<b>Activity - Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	All mathematics teachers

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Activity - DesCarte: A Continuum of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	01/01/2014	06/30/2017	\$0	No Funding Required	All mathematics teachers
Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	01/01/2014	06/30/2017	\$200	Other	Judy Bray, PD Coordinator
Activity - District Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal
Activity - Mathematic Achievement Fund (MAF) Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematic Achievement Fund (MAF) is a grant which provides schools with funds for teacher training, implementation of mathematics diagnostic assessment and intervention services/program(s) that address the needs of students in the primary program who struggle with mathematics.	Academic Support Program	08/03/2015	06/30/2017	\$40000	Grant Funds	Certified Teacher with training in mathematics diagnostic assessment and intervention services (TBD).
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is a web based program targeting all grade level.	Academic Support Program	09/01/2014	06/30/2017	\$2860	Grant Funds	Computer Lab Instructor, Principal
Activity - Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified retired instructor will work with students that scored apprentice. The students will receive instruction three days a week for a minimum of 30 minutes a day.	Academic Support Program	09/01/2014	06/30/2017	\$3600	Grant Funds	Certified Retired Teacher (TBD)

### Strategy 3:

Continuous Instructional Improvement Technology Systems (CIITS) - CIITS is a multi-phase, multi-year project designed to provide Kentucky educators with 21st

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century resources needed for highly effective teaching and learning. The staff will continue to use and have PD for CIITS. CIITS is computer based and it's use can be monitored.

Category: Continuous Improvement

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Policy and Process	01/01/2014	06/30/2017	\$1500	Other	CIITS Lead Teacher, Karen Day

Activity - Building Assessments in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2017	\$0	No Funding Required	All classroom teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	01/01/2014	06/30/2017	\$200	Other	Kendra Hooker, Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process	01/01/2014	06/30/2017	\$1000	Race to the Top	Kendra Hooker, Principal Karen Day, CIITS Leader

### Strategy 4:

Curriculum Alignment and Assessment - School staff with district office support will continue to work and update Curriculum documents. Use will be monitored by district personnel as teacher highlight and date what has been taught.

Category: Continuous Improvement

Activity - Curriculum Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to curriculum.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal Teachers

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ensure that teachers implement the curriculum using best practices for instruction and assessment. Implementation will be monitored throughout the year. Data notebooks and relevant data will be monitored periodically by principal, instructional coach, and district supervisors.	Academic Support Program	01/01/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal Instructional Coach District Curriculum Coaches will provide additional support.
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### Strategy 5:

Program Reviews - The staff will continue to work to improve and sustain program review activities and strategies. Principal will monitor projects and activities that are being used.

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	Program Review Lead Teachers Kendra Hooker, Principal

Activity - Teacher Contribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	01/01/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal

Activity - Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	01/01/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal SBDM Council

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Professional Learning	01/01/2014	06/30/2017	\$0	No Funding Required	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day
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Activity - Gap Identification and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	01/01/2014	06/30/2017	\$0	No Funding Required	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day

Activity - Arts and Humanities initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide arts programming to schools as well as offer professional development training to teachers. Teaching artist work with students and classroom teachers to integrate the arts across the curriculum (Artist, Craftsman, Performing Arts).	Academic Support Program	08/18/2014	06/30/2017	\$0	Other	Teachers, Principal, FRYSC director, Promise Neighbor Academic Specialist.

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.1% in 2014 to 75% in 2017.**

**Measurable Objective 1:**

collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 75 by 06/30/2017 as measured by K-Prep scores.

**Strategy 1:**

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

- A clear and common focus
- high standards and expectations

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- strong leadership
- supportive, personalized and relevant learning
- parent/community involvement
- monitoring, accountability and assessments
- curriculum and instructions
- professional development
- time and structure.

Category: Integrated Methods for Learning

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/12/2014	06/30/2017	\$5000	Title I Part A	Reading Mastery staff Dennis Wagers, Instructional Coach

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/12/2014	06/30/2017	\$0	No Funding Required	All primary staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	08/12/2014	06/30/2017	\$0	No Funding Required	Corrective reading teachers

Activity - Gap Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/12/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal Vicki Smith, Building Assessment Coordinator

## Strategy 2:

Progress Monitoring - Data analysis for RTI/KSI

Category: Continuous Improvement

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Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Apprentice in Math of K-Prep will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	08/12/2014	06/30/2017	\$0	No Funding Required	Math intervention teacher

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Academic Support Program	08/12/2014	06/30/2017	\$500	Other	Academic Specialist, Jenny Collett

Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit <a href="http://education.ky.gov/school/Pages/PtGt.aspx">http://education.ky.gov/school/Pages/PtGt.aspx</a>	Academic Support Program	08/12/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist

### Strategy 3:

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career.

Category: Continuous Improvement

Activity - Digital Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/12/2014	06/30/2017	\$0	USAC Technology	Kendra Hooker, Principal

### Strategy 4:

Other Strategy - .

Category: Continuous Improvement

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Encourage all teaching staff to participate in the TELL Survey; analyze results at the leadership level and at the staff level.	Parent Involvement	08/12/2014	06/30/2017	\$0	No Funding Required	Kendra Hooker
<b>Activity - Interest Surveys</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	08/12/2014	06/30/2017	\$0	No Funding Required	Promise Neighborhood Academic Specialist, Jenny Collett
<b>Activity - PBIS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	09/01/2014	06/30/2017	\$0	Other	Principal and PBIS team
<b>Activity - SAM</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
At SAM schools the principal's schedule is arranged to allow more time for a focus on academics rather than managing the building.	Other	09/01/2014	06/30/2017	\$0	Other	Principal, School Secretary,

## Goal 3: Prepare and train all teachers on the Professional Growth and Effectiveness System

### Measurable Objective 1:

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

### Strategy 1:

Certification - Principal will be certified in the measure of observation through the Charlotte Danielson Framework.

Category:

<b>Activity - Teachscape</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principal undergoes the rigor of the observation process through the modules of the Danielson Framework and become certified in all protocols to observe teachers in the working environment.	Professional Learning	01/01/2014	12/31/2017	\$500	Race to the Top	Kendra Hooker, Principal

### Strategy 2:

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

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Category:

Activity - PLC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC training will provide exemplars and training to teachers in the area of student growth planning and goal writing.	Professional Learning	01/01/2014	12/31/2017	\$500	Race to the Top	Kendra Hooker, Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematic Achievement Fund (MAF) Grant	The Mathematic Achievement Fund (MAF) is a grant which provides schools with funds for teacher training, implementation of mathematics diagnostic assessment and intervention services/program(s) that address the needs of students in the primary program who struggle with mathematics.	Academic Support Program	08/03/2015	06/30/2017	\$40000	Certified Teacher with training in mathematics diagnostic assessment and intervention services (TBD).
IXL	IXL is a web based program targeting all grade level.	Academic Support Program	09/01/2014	06/30/2017	\$2860	Computer Lab Instructor, Principal
Math Tutor	A certified retired instructor will work with students that scored apprentice. The students will receive instruction three days a week for a minimum of 30 minutes a day.	Academic Support Program	09/01/2014	06/30/2017	\$3600	Certified Retired Teacher (TBD)
<b>Total</b>					\$46460	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	08/12/2014	06/30/2017	\$5000	Reading Mastery staff Dennis Wagers, Instructional Coach
<b>Total</b>					\$5000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	01/01/2014	06/30/2017	\$200	Judy Bray, PD Coordinator
CIITS Training	Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Policy and Process	01/01/2014	06/30/2017	\$1500	CIITS Lead Teacher, Karen Day
SAM	At SAM schools the principal's schedule is arranged to allow more time for a focus on academics rather than managing the building.	Other	09/01/2014	06/30/2017	\$0	Principal, School Secretary,
Higher Order Thinking	All teachers will continue to receive professional development for the continued use of order thinking questioning strategies in daily reading instruction.	Professional Learning	01/01/2014	06/30/2017	\$200	Judy Bray, PD Coordinator
Arts and Humanities initiatives	Provide arts programming to schools as well as offer professional development training to teachers. Teaching artist work with students and classroom teachers to integrate the arts across the curriculum (Artist, Craftsman, Performing Arts).	Academic Support Program	08/18/2014	06/30/2017	\$0	Teachers, Principal, FRYSC director, Promise Neighbor Academic Specialist.
After School Literacy Program	The staff provides extended time (1 hour and 45 min.) for students who need literacy support.	Academic Support Program	09/01/2014	06/30/2017	\$47000	Principal, Save the Children Program Coordinator, various staff
PBIS	Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.	Behavioral Support Program	09/01/2014	06/30/2017	\$0	Principal and PBIS team
Persistence to Graduation Tool	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Academic Support Program	08/12/2014	06/30/2017	\$500	Academic Specialist, Jenny Collett
Writing Interventions	A Certified Teacher will provide writing instruction for students who are struggling with the writing process	Academic Support Program	11/03/2014	06/30/2017	\$0	Certified Teacher (Melissa Cornett), Principal
Instructional Resources	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	01/01/2014	06/30/2017	\$200	Kendra Hooker, Principal
Total Participation Techniques	Professional Development in student engagement and learning will be provided to all staff. TPT Techniques are needed for instructional improvements in literacy, but can also be applied to all content areas.	Professional Learning	01/01/2014	06/30/2017	\$500	Judy Bray, PD Coordinator Kendra Hooker, Principal
<b>Total</b>					<b>\$50100</b>	

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL Survey	Encourage all teaching staff to participate in the TELL Survey; analyze results at the leadership level and at the staff level.	Parent Involvement	08/12/2014	06/30/2017	\$0	Kendra Hooker
Implementation	Ensure that teachers implement the curriculum using best practices for instruction and assessment. Implementation will be monitored throughout the year. Data notebooks and relevant data will be monitored periodically by principal, instructional coach, and district supervisors.	Academic Support Program	01/01/2014	06/30/2017	\$0	Kendra Hooker, Principal Instructional Coach District Curriculum Coaches will provide additional support.
Teacher Contribution	Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	01/01/2014	06/30/2017	\$0	Kendra Hooker, Principal
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	01/01/2014	06/30/2017	\$0	Program Review Lead Teachers Kendra Hooker, Principal
DesCarte: A Continuum of Learning	All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	01/01/2014	06/30/2017	\$0	All reading staff
DesCarte: A Continuum of Learning	All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	01/01/2014	06/30/2017	\$0	All mathematics teachers
Partners	Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	01/01/2014	06/30/2017	\$0	Kendra Hooker, Principal SBDM Council
Math interventions	Students who scored Apprentice in Math of K-Prep will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	08/12/2014	06/30/2017	\$0	Math intervention teacher
Gap Group	Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/12/2014	06/30/2017	\$0	Kendra Hooker, Principal Vicki Smith, Building Assessment Coordinator

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Corrective Reading	Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	08/12/2014	06/30/2017	\$0	Corrective reading teachers
Curriculum Assessment	Analyze curriculum to identify gaps and make necessary adjustments to curriculum.	Policy and Process	01/01/2014	06/30/2017	\$0	Kendra Hooker, Principal Teachers
At Risk Students	Cross reference Persistence to Graduation Tool results with other forms of data to determine which students are at immediate risk for failure and require intensive intervention and supports. Additional resources can be found in the Evidence-Based Strategies Toolkit <a href="http://education.ky.gov/school/Pages/PtGt.aspx">http://education.ky.gov/school/Pages/PtGt.aspx</a>	Academic Support Program	08/12/2014	06/30/2017	\$0	Kendra Hooker, Principal Jenny Collett, Promise Neighborhood Academic Specialist
Differentiated instruction	Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	08/12/2014	06/30/2017	\$0	All primary staff
Building Assessments in CIITS	Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2017	\$0	All classroom teachers
Gap Identification and Analysis	Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	01/01/2014	06/30/2017	\$0	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day
Team Meetings	Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Professional Learning	01/01/2014	06/30/2017	\$0	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day
Kindergarten Screener	All Kindergarten students will be screened for reading readiness using the literacy initiative Kindergarten Screen, MAP (Measures of Academic Progress) and Brigance.	Policy and Process	01/01/2014	06/30/2017	\$0	Kindergarten Staff and Dennis Wagers, Instructional Coach
Data Analysis	All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	01/01/2014	06/30/2017	\$0	All reading staff

## KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Data Analysis	All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	01/01/2014	06/30/2017	\$0	All mathematics teachers
Interest Surveys	Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	08/12/2014	06/30/2017	\$0	Promise Neighborhood Academic Specialist, Jenny Collett
District Math Initiative	Support and monitor Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process	01/01/2014	06/30/2017	\$0	Kendra Hooker, Principal
<b>Total</b>					\$0	

### USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Integration	Ensure that technology needs are met Internet Connectivity Adequate access to online resources and productivity tools Instructional tools Digital devices	Technology	08/12/2014	06/30/2017	\$0	Kendra Hooker, Principal
<b>Total</b>					\$0	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape	Principal undergoes the rigor of the observation process through the modules of the Danielson Framework and become certified in all protocols to observe teachers in the working environment.	Professional Learning	01/01/2014	12/31/2017	\$500	Kendra Hooker, Principal
PLC Training	PLC training will provide exemplars and training to teachers in the area of student growth planning and goal writing.	Professional Learning	01/01/2014	12/31/2017	\$500	Kendra Hooker, Principal
Monitoring	Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district RTTT measures.	Policy and Process	01/01/2014	06/30/2017	\$1000	Kendra Hooker, Principal Karen Day, CIITS Leader
<b>Total</b>					\$2000	

### Text Books

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

Burning Springs Elementary

Imagine It!	Imagine materials will be purchased using textbook funds for 6th grade to complete school wide inclusion of the Literacy Initiative.	Other	08/18/2014	06/30/2017	\$3500	Teachers, Principal, Instructional Coach, District Supervisor, and school support staff.
<b>Total</b>					<b>\$3500</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## **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?**

Burning Springs elementary faculty and SBDM Council completed data analysis and disaggregation; determination of root causes and contributing factors; prioritization of needs; the development of goals, objectives, strategies and activities; the identification of timelines, persons responsible, and budgetary needs.

Burning Springs Elementary scored an overall score of 50 on the KPREP Accountability Performance which is at the 23rd percentile in the state. Burning Springs is classified as a "Needs Improvement/Progressing" school. Only 35.2% of the students scored a the proficient/distinguished level in the area of reading and math combined.

School improvement initiatives implemented over the past several years have proven partially effective in increasing student achievement, and school improvement initiatives have been revised collaboratively to target areas of concern. Specific strategies and activities have been included in our Comprehensive School Improvement Plan to help our school reach proficiency.

## **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?**

Clay County Health Department in collaboration with Grace Community provides a Nurse Practitioner for Burning Springs Elementary. They are invaluable in keeping students in school. The nurse practitioner is on-site two days per week to assess, evaluate and prescribe/administer medication as needed.

The Family Resource Center:

- \*provides food to students to take home on weekends through the Backpack Buddy Program
- \*conducts a food drive in which families are provided meals for the holidays
- \*collaborates with local churches and agencies to provide Christmas gifts to needy families
- \*provides students with shoes and clothing on an as needed basis
- \*makes school supplies available at all times for all students.

The school houses a part-time Comp Care counselor as part of the Bridges Program which provides counseling services to identified students.

## Opportunities for Improvement

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

Burning Springs Elementary has a large percentages of students scoring novice and apprentice.

#### Reading

3rd Grade 60.8%

4th Grade 72.9%

5th Grade 67.45%

6th Grade 58.2%

#### Math

3rd Grade 58.9%

4th Grade 76.4%

5th Grade 69.8%

6th Grade 69.8%

#### Science

4th Grade 63.2%

#### Social Studies

5th Grade 68.4%

#### Writing

5th Grade 74.4%

6th Grade 46.4%

#### Language Mechanics

4th Grade 70.3%

6th Grade 65.1%

The diverse socioeconomic background of the student population at Burning Springs presents many challenges and barriers to student learning. Our students have many needs and the Burning Springs staff excel in providing students resources to help them overcome these barriers.

District Curriculum Coaches will continue support in 4th -6th grade reading classes to ensure rigorous and appropriate instruction is taking place to show growth. Monitoring will continue for implementation and fidelity.

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

## **KDE Comprehensive School Improvement Plan**

Burning Springs Elementary

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

Higher order thinking continues to be an area of need for all grade levels. Professional development will be planned for summer 2014.

Total Participation Techniques will provide strategies for more student engagement and learning across all grade levels and content areas.

## **Conclusion**

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

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

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

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

Test Prep Strategies - Timed testing sessions will condition students to answer multiple choice questions, short answer questions, and extended response question. Reading fluency practice will ensure students are prepared to read lengthy passages fluently.

Parent and Community Involvement - Family Resource Advisory Council, PTO, Families and Schools Together, Save the Children (Early Steps), and Raise A Reader will plan strategies to increase involvement that directly targets student achievement.

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

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

School personnel were engaged as well as parents, community partners, SBDM members and FRYSC. School personnel on file at Clay County Board of Education, SBDM teacher members include Velvet Cross, Scott Reid, and Donna White; Parent members include Charlie Goodman and Lucinda Sizemore. Family Resource Youth Center Director Kristi Smith.

## Relationship Building

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

Overall Rating: 3.0

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

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

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

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

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

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

## Communications

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

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

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

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

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

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

Overall Rating: 3.0

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

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

## Advocacy

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

Overall Rating: 3.0

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

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

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

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

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

## Learning Opportunities

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

# KDE Comprehensive School Improvement Plan

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

## Community Partnerships

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

Overall Rating: 3.0

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

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

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

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

## Reflection

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

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

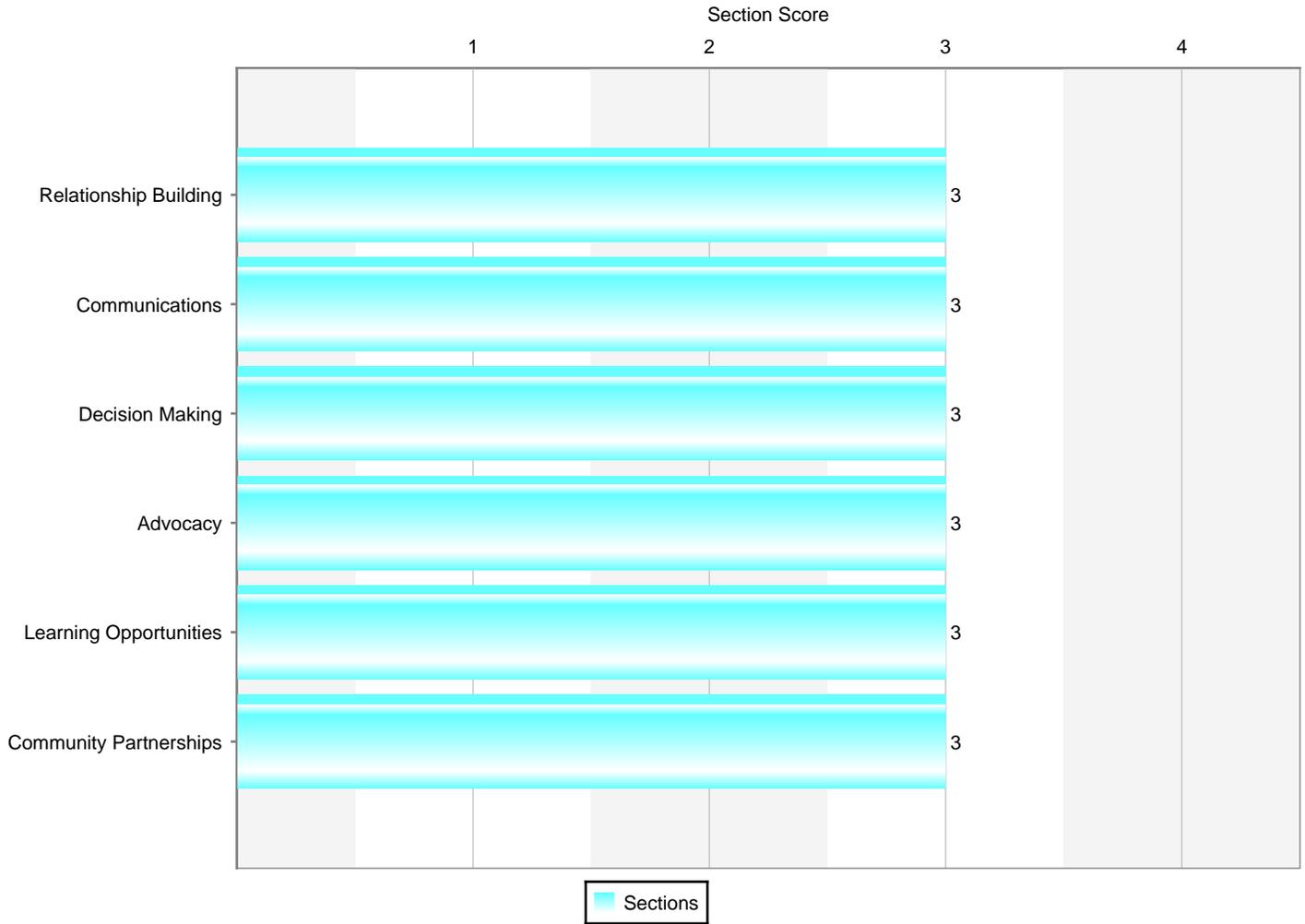
An area of strength for our school is the staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. Our school is inviting and welcoming to parents. Parents are encouraged to participate in varied activities throughout the year by participating in the volunteer program through FRYSC,. The areas in need of improvement is our lack of systematic efforts to maximize parent-teacher conference participation such as offering multiple location, times and follow-up with parents or opportunities for student lead conferences.

In order to sustain our strengths we are continuing to use our automated call out messenger, weekly newsletters, parent volunteer program, extra curricular functions, parent teacher conferences, personal phone calls, notes home and social media.

To improve our area of weakness were are working with district personnel to increase the flexibility of meeting dates and times. Provide teachers access to teleconferencing with parents whom are unable to attend scheduled meetings.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The principal will appoint a CSIP Facilitator(s) and ensure that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. The CSIP Facilitator(s) is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitators and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school's success in implementing the Consolidated School Improvement Plan.

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

PTO - Parent Teacher Organization - Participate in surveys, review and approve.

Certified and Classified Staff - analyze data, participate in surveys, and review and edit.

SBDM - Participate in surveys, review and edit.

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

The CSIP is made available to stakeholders by several means. A copy of the CSIP is available in the school's Media Center and placed on the school system's website. The CSIP plan is discussed at Title I Parent, PTO and School Council Meetings. The principal and other school personnel are available to share information or provide explanations regarding the CSIP to any person requesting additional assistance.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Academic Achievement data review is a continuous process at Burning Springs Elementary. Our staff meets weekly during PLC's to analyze data. We identify strengths and weaknesses, using our findings we identify objectives, strategies and activities that could strengthen our student performance.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	To strengthen our core academic programs, Burning Springs Elementary provides additional support by using researched based programs for reading and math. We utilize Reading Mastery, Reading Recovery and Envision Math for grades K-4. Corrective Reading is available for targeted students in grades 5th and 6th. We use our Academic Specialist, to provide additional math tutoring for targeted students in grades 4-6th. We utilize an enrichment/support block for each grade level to increase the amount of instructional support.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	In order to foster the transition of Pre-school students, the Early Steps to School Success (ESSS) coordinator hosts a monthly parent/child group meeting. The coordinator also visits expecting mothers and children from birth to age 3. She provides reading materials to share with their families. The Pre-school teacher assist in transition by scheduling playdates prior to entering preschool.	

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

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	Burning Springs Elementary provides the following research base program/strategies that provide additional instruction for students experiencing the greatest degree of difficulties: Reading Mastery Corrective Reading Support Block ESS (Extended School Services) Reading Workshop Response to Intervention (RTI) Success Maker Math and Reading Study Island.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All certified staff are highly qualified and we continue to strive to retain highly qualified teachers at our school.	

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The District Office ensures that all title one monies are allocated appropriately and financial records maintained.	

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.	No	The SBDM has adopted a Parent Involvement Policy. Burning Springs Elementary implements strategies to increase parental involvement the design, implementation of school wide activities as well as communicates assessment data with stakeholders.	

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

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

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	Teacher complete a Professional Growth Plan each year that list their Professional Development needs. The district uses the plan to develop the Professional Development sessions.	

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	All assessment data: MAP Testing, Benchmark Testing, Weekly Skills Test, and any Formative Assessment through out the school year are used in the annual evaluation of the comprehensive plan to identify any changes needed.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Burning Springs Elementary uses the following research-based instruction/strategies: Reading Mastery Corrective Reading Envision Math	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Burning Springs is a Title I school and identification of students is not required for a school wide program.	

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Burning Springs Elementary is a school wide Title I campus; therefore, school planned assistance activities that coordinate with and support the regular education program are available to all students..	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Burning Springs Elementary plans activities that correlate with and support the regular education program. Examples of such programs are as follows: Speakers Positive Action Family Resource Youth Service Community Service providers/agencies: Fire Department, Public Library, Promise Neighborhood Resident Artist, etc.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We do have an informal process in which teachers are ask for input and suggestions to improve activities which are offered to all students.	

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	Burning Springs Elementary is a Title I school and our paraprofessionals meet the requirements of Highly Qualified under ESEA to work with all students..	

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.	No	District office ensures that all federal program funds are allocated appropriately, and financial records are maintained.	

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Our SBDM has a Parent Involvement Policy. The school plans and develops strategies to increase parental involvement for all students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Burning Springs Elementary is a Title I campus.	

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	Staff members at Burning Springs Elementary develop a personal Professional Growth Plan and Burning Springs Elementary/District plans and/or provides professional development activities for teachers pertaining to their content area needs. Paraeducators also receive professional development for specific programs in which they deliver instruction.	

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	Burning Springs Elementary conducts an annual review of the CSIP and uses student data to identify necessary changes.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	The Burning Springs CSIP is available for stakeholders to examine on our school website as well as linked to our district website. A hard copy of the CSIP is available to be viewed by contacting office personnel at Burning Springs Elementary.	

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	It is our school policy to notify parents when their child(ren) are taught for four or more consecutive weeks by teacher(s) who are not highly qualified.	

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

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	The staff at Burning Springs Elementary is provided professional development base on the comprehensive needs assessment and according to their PGP(Professional Growth Plan) to ensure all students are college and career ready.	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Burnings Springs Elementary ensures that all para-educators with instructional duties involving targeted students are under the direct supervision of a highly qualified classroom teacher,instructional coach and/or program consultant. We ensure that these para-educators provide instruction rather then clerical work.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Burning Springs Elementary ensures that a schedule is developed for para-educators of non-instructional duties and demonstrates that the duties 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	Burning Springs Elementary develops a schedule for non-instructional duties for para-educators working with targetd students and demonstrates the these duties are on a limited basis.	

**KDE Comprehensive School Improvement Plan**Burning Springs Elementary

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Burning Springs used Title I funds to met cap size requirements.	

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

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**

collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 48.5 by 05/31/2014 as measured by K-Prep scores.

**Strategy1:**

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

Category:

Research Cited:

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

Activity - Interest Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement			01/01/2014	12/31/2014	\$0 - No Funding Required	Promise Neighborhood Academic Specialist, Jenny Collett

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

**Goal 1:**

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

**Measurable Objective 1:**

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

## Strategy1:

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

Category:

Research Cited:

Activity - District Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Kendra Hooker, Principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All mathematics teachers

Activity - Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning			01/01/2014	12/31/2014	\$200 - Other	Connie Smith, PD Coordinator

Activity - DesCarte	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction			01/01/2014	12/31/2014	\$0 - No Funding Required	All mathematics teachers

## Strategy2:

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

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - DesCarte	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in student engagement and learning will be provided to all staff. PTP Techniques are needed for instructional improvements in literacy, but can also be applied to all content areas.	Professional Learning			01/01/2014	12/31/2014	\$500 - Other	Connie Smith, PD Coordinator Kendra Hooker, Principal

Activity - Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning			01/01/2014	12/31/2014	\$200 - Other	Connie Smith, PD Coordinator

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

**All children were screened for kindergarten readiness.**

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

**Strategy1:**

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

Category:

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Research Cited:

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

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

### Goal 1:

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

### Strategy1:

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

Category:

Research Cited:

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

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

### Goal 1:

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

## Strategy1:

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

Category:

Research Cited:

Activity - District Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of Envisions Math Curriculum and KCAS through implementation of math policies and math plans.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Kendra Hooker, Principal

Activity - Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning			01/01/2014	12/31/2014	\$200 - Other	Connie Smith, PD Coordinator

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All mathematics teachers

Activity - DesCarte	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction			01/01/2014	12/31/2014	\$0 - No Funding Required	All mathematics teachers

## Strategy2:

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

Category:

Research Cited:

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

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in student engagement and learning will be provided to all staff. PTP Techniques are needed for instructional improvements in literacy, but can also be applied to all content areas.	Professional Learning			01/01/2014	12/31/2014	\$500 - Other	Connie Smith, PD Coordinator Kendra Hooker, Principal

Activity - Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning			01/01/2014	12/31/2014	\$200 - Other	Connie Smith, PD Coordinator

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

Activity - DesCarte	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction			01/01/2014	12/31/2014	\$0 - No Funding Required	All reading staff

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

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

## Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

## Strategy1:

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

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Activity - Gap Identification and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			01/01/2014	06/30/2014	\$0 - No Funding Required	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 48.5 by 05/31/2014 as measured by K-Prep scores.

### Strategy1:

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

Category:

Research Cited:

Activity - Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process			01/01/2014	12/31/2014	\$0 - No Funding Required	Kendra Hooker, Principal Vicki Smith, Building Assessment Coordinator

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

## Goal 1:

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 49.8% by 05/31/2014 as measured by K-Prep scores.

### Strategy1:

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

# KDE Comprehensive School Improvement Plan

Burning Springs Elementary

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Professional Learning			01/01/2014	06/30/2014	\$0 - No Funding Required	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day

Activity - Teacher Contribution	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process			01/01/2014	07/31/2014	\$0 - No Funding Required	Kendra Hooker, Principal

Activity - Gap Identification and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			01/01/2014	06/30/2014	\$0 - No Funding Required	Program Review Team Members Dennis Wagers Brad Crawford Kim Reid Karen Day

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process			01/01/2014	07/31/2015	\$0 - No Funding Required	Program Review Lead Teachers Kendra Hooker, Principal

Activity - Partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program			01/01/2014	12/31/2014	\$0 - No Funding Required	Kendra Hooker, Principal SBDM Council

Activity - Rating Submission	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit Program Review ratings and information into ASSIST for district and state review.	Policy and Process			01/01/2014	06/01/2014	\$0 - No Funding Required	Program Review Team Members Kim Reid Brad Crawford Karen Day Dennis Wagers



# **School Safety Diagnostic**

## **Introduction**

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

### School Safety Requirements

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Burning Springs Elementary

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

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

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

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

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