



Comprehensive School Improvement Plan

Big Creek Elementary
Clay County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Data did not produce any note-worthy data points or trends that would show all students do not have equitable access to effective educators. BCE chose Daily Attendance Rate as our Self-Selected Indicator. This is a trend that may prevent students from equitable access. If students are not present, equitable access is limited.

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

BCE's main barrier is our low daily attendance rate. There are several root causes for this trend. Some causes include; sickness related to poor health care, making school a priority, sleep habits, and transportation.

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

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

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

OR

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to compare the baseline data (established in 2015-16) to following years data to demonstrate teacher effectiveness by 05/31/2017 as measured by the Professional Growth and Effectiveness System.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	09/01/2014	06/30/2017	\$200 - Title I Schoolwide	Nadine Couch, Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in KDE PGES and ISLN Webcasts	Professional Learning	09/01/2014	06/30/2017	\$0 - No Funding Required	Nadine Couch, Principal

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	07/01/2014	06/30/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Teachscape Certification/Calibration for Principal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will maintain Certification/Calibration for Teachscape proficiency modules using the Danielson Framework.	Professional Learning	07/01/2014	06/30/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	08/01/2014	06/30/2017	\$0 - No Funding Required	Nadine Couch, Principal

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Nadine Couch, Principal

Waynetta Deaton, Instructional Coach

Relationship Building

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

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

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

Decision Making

Overall Rating: 3.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

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

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

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

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

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

Advocacy

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

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

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

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

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

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

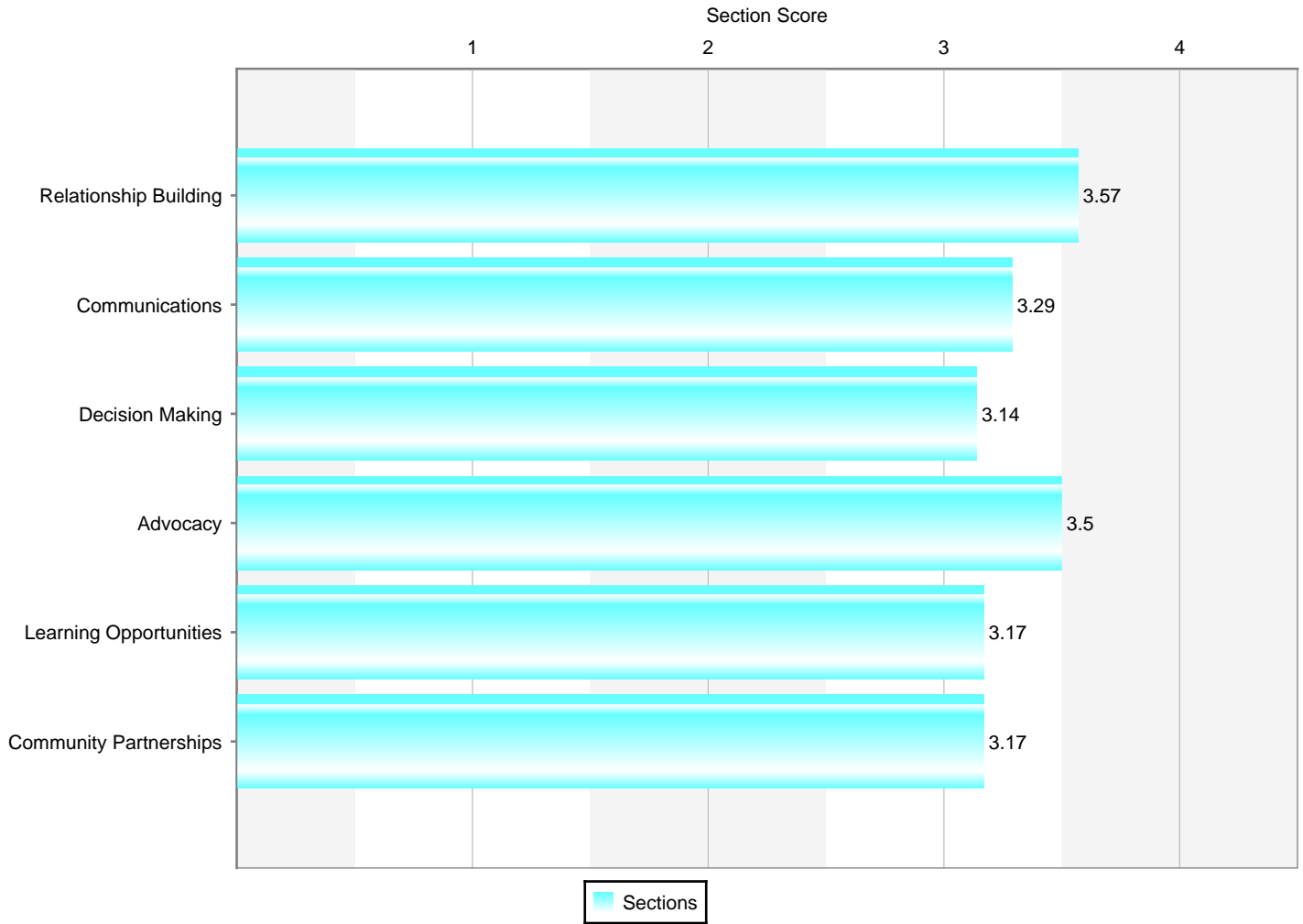
Reflection

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

BCE has strong school leadership. We continually utilize leadership to support academic efforts. We strive to educate and work with parents to maximize their child's educational opportunities.

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.

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

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

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

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

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

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

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

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

Areas of Strengths

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

BCE shows strength in the areas of Reading, Writing and Social Studies. To sustain the areas of strength we will continue with classroom and lesson plan monitoring and ongoing support. We continue to focus our PLC and team meetings on teacher effectiveness and student data. We will continue to utilize our support blocks for greatest effectiveness. We will celebrate our proficiency rate being above the district and state level in the content areas of Reading and Writing.

Opportunities for Improvement

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

Math is our identified area of improvement. To improve our area of need we are working with the district math coach to identify best practices, instructional strategies and professional development opportunities. Our principal and teachers are also attending MAC (Making Algebraic Connections) through Pimser. Our principal closely monitors classroom instruction and lesson plans providing teachers with feedback to help improve instruction. Teachers and Academic Specialist are using data throughout the school year to better drive instruction and offer more opportunities for students. The Academic Specialist also uses the data to compile a caseload for individual tutoring sessions.

Conclusion

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

The goal of BCE is to provide quality instruction. All teachers will use differentiated instructional strategies to reach all learners. To ensure instructional strategies are differentiated in all content areas, teachers will attend professional development, focus training through PLC's and CIITs, and meet with the district instructional coaches. Principal will conduct team meetings monthly to check for progress. Staff will analyze data and begin mentoring programs for identified students.

Goals & Plan 2016-2017

Overview

Plan Name

Goals & Plan 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1300
3	Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$200

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy 1:

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

Category: Continuous Improvement

Activity - CIITS Building Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Heather Melton, CIITS Building Contact
Activity - Classroom Assessments and Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Catherine Bullock, PD Coordinator Heather Melton, CIITS Contact
Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Heather Melton
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district measures.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal

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Strategy 2:

Literacy Initiative -

Category: Learning Systems

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach
Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	School Literacy Team Nadine Couch Lisa Hooker Waynetta Deaton Christina Coats Barbara Smith
Activity - Literacy Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and school leaders monitor fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

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Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	All reading staff

Strategy 3:

Math Initiative - Core Program - Envisions Math K-6

Category: Learning Systems

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Cathy Gregory and Chris Morgan, Math Team Participants

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2017	12/31/2017	\$500	Other	Catherine Bullock, PD Coordinator

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	All math staff

Strategy 4:

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

Category:

Activity - Curriculum Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2017	12/31/2017	\$0	Other	Nadine Couch, Principal and all staff

Comprehensive School Improvement Plan

Big Creek Elementary

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal

Strategy 5:

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

Category:

Activity - Updates and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	RTI Team Nadine Couch, Principal

Strategy 6:

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

Category:

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal PR Team Eddie Warren, FRYSC

Strategy 7:

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

Category:

Comprehensive School Improvement Plan

Big Creek Elementary

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal

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 decrease the the novice rate from 14% to 7% in reading and from 30% to 15% in math for all students by 05/31/2019 as measured by K-Prep.

Strategy 1:

Best Practices -

Category: Continuous Improvement

Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	All staff

Activity - Individual Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that modifications to instruction and intervention strategies are matched to individual student needs including non-cognitive data such as attendance, behavior, and retention.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Practice and Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal

Activity - Identifying At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Big Creek Elementary

Develop a process for identifying students most at risk of failing using: KPrep MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process	01/01/2017	12/31/2017	\$1000	Title I Schoolwide	Nadine Coach, Principal Waynetta Deaton, Instructional Coach
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Strategy 2:

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

Category:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal

Activity - Interest Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	01/01/2017	12/31/2017	\$200	Other	Chris Morgan, Academic Specialist Eddie Warren, FRYSC

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2017	12/31/2017	\$100	General Fund	Leadership Team Eddie Warren, FRYSC

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

Measurable Objective 1:

collaborate to to maintain Accomplished/Exemplary by 100% of teachers and school principal by 05/31/2018 as measured by the Professional Growth and Effectiveness System.

Comprehensive School Improvement Plan

Big Creek Elementary

Strategy 1:

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

Category: Continuous Improvement

Activity - Teachscape Certification/Calibration for Principal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will maintain Certification/Calibration for Teachscape proficiency modules using the Danielson Framework.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal
Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	01/01/2017	12/31/2017	\$200	Title I Schoolwide	Nadine Couch, Principal
Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in KDE PGES Webcasts	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Nadine Couch, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Involvement	At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2017	12/31/2017	\$100	Leadership Team Eddie Warren, FRYSC
Total					\$100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Needs	Ensure that modifications to instruction and intervention strategies are matched to individual student needs including non-cognitive data such as attendance, behavior, and retention.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Monitoring	Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Cathy Gregory and Chris Morgan, Math Team Participants

Comprehensive School Improvement Plan

Big Creek Elementary

Kindergarten Screener	All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach
Literacy Planning	Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
CIITS Building Coordinator	A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2017	12/31/2017	\$0	Heather Melton, CIITS Building Contact
Student Achievement	Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	01/01/2017	12/31/2017	\$0	All staff
PLC's	Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2017	12/31/2017	\$0	All math staff
Updates and Review	RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2017	12/31/2017	\$0	RTI Team Nadine Couch, Principal
Team Meetings	Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal PR Team Eddie Warren, FRYSC
Data Analysis	Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0	Chris Morgan, Academic Specialist Nadine Couch, Principal
Observations	Continue an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
Practice and Programs	Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal

Comprehensive School Improvement Plan

Big Creek Elementary

Feedback	Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
PLC's	Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0	All reading staff
Implementation	Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
Classroom Assessments and Lesson Plans	All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2017	12/31/2017	\$0	Catherine Bullock, PD Coordinator Heather Melton, CIITS Contact
Monitoring	Administrators and school leaders monitor fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Data Driven Instruction	Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Heather Melton
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 measures.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
Rubrics	Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal Program Review Team
Teachscape Certification/Calibration for Principal	Principal will maintain Certification/Calibration for Teachscape proficiency modules using the Danielson Framework.	Professional Learning	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
Webcasts	Participate in KDE PGES Webcasts	Professional Learning	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal
TELL Survey	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal

Comprehensive School Improvement Plan

Big Creek Elementary

Program Review for Writing	School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2017	12/31/2017	\$0	School Literacy Team Nadine Couch Lisa Hooker Waynetta Deaton Christina Coots Barbara Smith
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identifying At Risk Students	Develop a process for identifying students most at risk of failing using: KPrep MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process	01/01/2017	12/31/2017	\$1000	Nadine Couch, Principal Waynetta Deaton, Instructional Coach
Peer Observation	Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	01/01/2017	12/31/2017	\$200	Nadine Couch, Principal
Total					\$1200	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Monitoring	Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2017	12/31/2017	\$0	Nadine Couch, Principal and all staff
Professional Development	Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2017	12/31/2017	\$500	Catherine Bullock, PD Coordinator
Interest Surveys	Develop, disseminate and collect surveys from families, students, and the school community and analyze results. TELL Survey Parent Engagement Survey	Parent Involvement	01/01/2017	12/31/2017	\$200	Chris Morgan, Academic Specialist Eddie Warren, FRYSC
Total					\$700	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	To provide additional support to our already established research-based reading program we continue to utilize Reading Mastery and Reading Recovery. These interventions serve K-3 students. Corrective Reading is in place for 4-6 grade students. This year we added a research based math program and use IXL, a computer based program, for intervention. In addition, support block in all grades increase the mount of instruction that students receive in identified areas.	

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

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

Comprehensive School Improvement Plan

Big Creek Elementary

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Big Creek Elementary is a Title 1 school. Budget is approved by SBDM.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Big Creek Elementary has an annual evaluation that addresses the comprehensive plan and we use student result to identify changes when needed.	

Comprehensive School Improvement Plan

Big Creek Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	All students are eligible for Title 1 since Big Creek is a Title 1 School.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Big Creek Elementary does not have targeted assistance. We are Title 1 schoolwide.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Title 1 schoolwide, therefore, all students have access.	

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

Label	Assurance	Response	Comment	Attachment
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	Schoolwide Title 1	

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

Comprehensive School Improvement Plan

Big Creek Elementary

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All students are eligible for Title 1 program funds. Budgets are approved by SBDM. Financial records are maintained at the district level. Reports are sent to schools upon request.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Schoolwide Title 1	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Big Creek Elementary provided appropriate professional development activities for staff members who serve identified Title 1 students.	

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

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

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

Comprehensive School Improvement Plan

Big Creek 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	Big Creek Elementary provides professional development for staff based on a comprehensive needs assessment, which includes a review of academic achievement data and additional criteria, to ensure al 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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Big Creek Elementary ensures that if the Title 1 Ranking Report lists counselors, nurses, media specialist or other staff for the school, there is documentation indicating this need in order to improve student achievement.	

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

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

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

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

Comprehensive School Improvement Plan

Big Creek Elementary

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size requirements with out using Title 1 funds.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

collaborate to decrease the the novice rate from 14% to 7% in reading and from 30% to 15% in math for all students by 05/31/2019 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Interest Surveys	Activity Type	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	01/01/2017	12/31/2017	\$200 - Other	Chris Morgan, Academic Specialist Eddie Warren, FRYSC

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2017	12/31/2017	\$100 - General Fund	Leadership Team Eddie Warren, FRYSC

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

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

Comprehensive School Improvement Plan

Big Creek Elementary

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal PR Team Eddie Warren, FRYSC

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Heather Melton

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Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district measures.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Classroom Assessments and Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Catherine Bullock, PD Coordinator Heather Melton, CIITS Contact

Activity - CIITS Building Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Heather Melton, CIITS Building Contact

Strategy3:

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

Category:

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Curriculum Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2017	12/31/2017	\$0 - Other	Nadine Couch, Principal and all staff

Strategy4:

Math Initiative - Core Program - Envisions Math K-6

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

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Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All math staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2017	12/31/2017	\$500 - Other	Catherine Bullock, PD Coordinator

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Cathy Gregory and Chris Morgan, Math Team Participants

Strategy5:

Literacy Initiative -

Category: Learning Systems

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and school leaders monitor fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All reading staff

Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	School Literacy Team Nadine Couch Lisa Hooker Waynetta Deaton Christina Coots Barbara Smith

Comprehensive School Improvement Plan

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Activity - Literacy Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Strategy6:

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

Category:

Research Cited:

Activity - Updates and Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	RTI Team Nadine Couch, Principal

Strategy7:

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

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal

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

Goal 1:

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

Measurable Objective 1:

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collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy1:

Literacy Initiative -

Category: Learning Systems

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Strategy2:

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

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy1:

Literacy Initiative -

Category: Learning Systems

Research Cited:

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Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Strategy2:

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

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Updates and Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team will meet to review school intervention resources and RTI plan to ensure academic and behavioral benchmarks are addressed.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	RTI Team Nadine Couch, Principal

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Strategy2:

Math Initiative - Core Program - Envisions Math K-6

Category: Learning Systems

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor instructional practices and math curriculum on focus areas determined by district math team for effectiveness.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach Cathy Gregory and Chris Morgan, Math Team Participants

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development and interventions. (KY Center for Math, Envisions Curriculum Planning)	Professional Learning	01/01/2017	12/31/2017	\$500 - Other	Catherine Bullock, PD Coordinator

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams meet to determine instructional improvements based on summative and formative assessment data.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All math staff

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders and teachers use CIITS for analyzing student level data for school wide instructional improvements. They will also share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Heather Melton

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Activity - CIITS Building Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Heather Melton, CIITS Building Contact

Activity - Classroom Assessments and Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build classroom assessments and lesson plans into the CIITS database.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Catherine Bullock, PD Coordinator Heather Melton, CIITS Contact

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet state/district measures.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Strategy4:

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

Category:

Research Cited:

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal PR Team Eddie Warren, FRYSC

Strategy5:

Literacy Initiative -

Category: Learning Systems

Research Cited:

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Activity - Literacy Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources including to support literacy planning, professional learning and interventions in research based professional development for literacy supports/interventions across the curriculum.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments including Elgin Screener and Brigance.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Kindergarten Staff Waynetta Deaton, Instructional Coach

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and school leaders monitor fidelity of Clay County's Literacy Initiative to achieve 90% of students reading at grade level.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams meet necessary grade level or school wide instructional adjustments based on summative and formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All reading staff

Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School literacy team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	School Literacy Team Nadine Couch Lisa Hooker Waynetta Deaton Christina Coots Barbara Smith

Strategy6:

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

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the BRIGANCE and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Chris Morgan, Academic Specialist Nadine Couch, Principal

Strategy7:

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

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Category:

Research Cited:

Activity - Curriculum Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2017	12/31/2017	\$0 - Other	Nadine Couch, Principal and all staff

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Goal 2:

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

Measurable Objective 1:

collaborate to to maintain Accomplished/Exemplary by 100% of teachers and school principal by 05/31/2018 as measured by the Professional Growth and Effectiveness System.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Teachscape Certification/Calibration for Principal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will maintain Certification/Calibration for Teachscape proficiency modules using the Danielson Framework.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

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Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in KDE PGES Webcasts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	01/01/2017	12/31/2017	\$200 - Title I Schoolwide	Nadine Couch, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to decrease the the novice rate from 14% to 7% in reading and from 30% to 15% in math for all students by 05/31/2019 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (e.g., leadership team, advisory council, SBDM) complete and discuss results from How Family Friendly is Your School? Checklist.	Parent Involvement	01/01/2017	12/31/2017	\$100 - General Fund	Leadership Team Eddie Warren, FRYSC

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Activity - Interest Surveys	Activity Type	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	01/01/2017	12/31/2017	\$200 - Other	Chris Morgan, Academic Specialist Eddie Warren, FRYSC

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Strategy2:

Best Practices -

Category: Continuous Improvement

Research Cited:

Activity - Identifying At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process for identifying students most at risk of failing using: KPrep MAP as universal screener for reading and math Discovery Education Non-cognitive data	Policy and Process	01/01/2017	12/31/2017	\$1000 - Title I Schoolwide	Nadine Coach, Principal Waynetta Deaton, Instructional Coach

Activity - Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	All staff

Activity - Individual Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that modifications to instruction and intervention strategies are matched to individual student needs including non-cognitive data such as attendance, behavior, and retention.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Waynetta Deaton, Instructional Coach

Activity - Practice and Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the targeted students and identify ways to integrate programs and funding.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency for Big Creek Elementary from 48.7% to 65.7% by 05/31/2018 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Curriculum Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to ensure resources are aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and input.	Policy and Process	01/01/2017	12/31/2017	\$0 - Other	Nadine Couch, Principal and all staff

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Big Creek Elementary

Activity - CIITS Building Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A building level CIITS leader will disseminate information to all staff on implementation and program expectations from district and state administrators. The leader will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Heather Melton, CIITS Building Contact

Strategy3:

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

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal PR Team Eddie Warren, FRYSC

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal Program Review Team

Goal 2:

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

Measurable Objective 1:

collaborate to to maintain Accomplished/Exemplary by 100% of teachers and school principal by 05/31/2018 as measured by the Professional Growth and Effectiveness System.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Big Creek Elementary

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in KDE PGES Webcasts	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training outlined in the Certified Evaluation Plan.	Academic Support Program	01/01/2017	12/31/2017	\$200 - Title I Schoolwide	Nadine Couch, Principal

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Identify and allocate time for principal and teachers to meet throughout the year for progress checks and feedback on student growth and professional growth	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue an intentional schedule for classroom observations using the Danielson Framework.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Activity - Teachscape Certification/Calibration for Principal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will maintain Certification/Calibration for Teachscape proficiency modules using the Danielson Framework.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Nadine Couch, Principal

Executive Summary

Introduction

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

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

Description of the School

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

Big Creek Elementary School is located at Big Creek, Kentucky. Big Creek is an unincorporated community in eastern Clay County, not far from the Red Bird River. The nearest town is Manchester, which is approximately 11 miles away. Our school is surrounded by beautiful Appalachian hills and rural landscape. Because of our rural setting, our students have limited access to academic and social opportunities. As of the current school year, 81.2% of our students are eligible for free lunch.

Our school serves approximately 220 children ranging in age from 3 to 12 (grades Preschool through 6). After years of decreasing enrollment, we have seen a steady increase in student population over the last 3 years. The number of classrooms has increased from 8 to 11. We have approximately 25 staff members. Our staff has an average of 11.2 years teaching experience. 87.5% of our teachers have a master's degree or higher. We have 100% of teachers that are Highly Qualified in the position they teach.

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

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

Our school continues to be a hub for our community gatherings. BCE's cafeteria is often used as a gathering place on the weekends for reunions or other community meetings. We have an outside picnic shelter that is used for celebrations. With the help of the county government and donations, we have a walking track around the school grounds that can be used by any community member during after school hours. Recently, our walking track has been upgraded with storyboards. These boards hold pages from children's storybooks. This gives teachers, students and parents a chance to enjoy a walk and have a story discussion. BCE strives to make a positive impact on students and community.

School's Purpose

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

Our school's mission statement is "We Teach to Reach Every Child, Every Day". We strive to support our district's mission statement "Preparing the hearts and minds of every student for a successful and attainable future". Our School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, we endeavor; to respect the individual needs of our students; to foster a caring and creative environment; and to emphasize the social, emotional, physical, intellectual development of each child.

Notable Achievements and Areas of Improvement

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

BCE is classified as a Proficient/Progressing School. Our overall score was 70.4. We met our AMO Goal. Our goal was 47.0. We scored a 61.6. We had zero Novice in Writing with 66.7% of students scoring Proficient or Distinguished. We scored above the district and state in all Reading, Social Studies and Writing. In the area of Math we decreased our number of Novice.

Enrollment has increased in the last five years from approximately 170 to 220 students. We also have more focused Professional Development, monitoring of staff and accountability for all stakeholders. PLC's focus has become more data driven. Every staff member has an instructional role of importance. Weekly meetings have brought collaboration to the forefront. We have 100% of teachers Highly Qualified in their current teaching positions. 87.5% of our teachers have a Master's Degree or higher. An area for improvement identified is math school wide. Our District Math Team is continuing to monitor the curriculum as well as the math program. Academic Specialist will continue to target students scoring below proficiency. Another goal is to reduce the number of novice in all content areas.

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

We offer a wide range of online instructional enrichment programs such as Accelerated Reading, IXL Reading & Math, Brain Pop, and Study Island. Students can also Participate in the Jump Start Fitness Program or participate in the Save the Children After-School Program.

Additional Information

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

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

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

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

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