



# **KDE Comprehensive School Improvement Plan**

**Warfield Elementary School**

**Martin County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Warfield Elementary School is a K-5 elementary school of about 350 students with an additional 60 students enrolled in head start. The Martin County Head Start offices are located on campus in separate housing, but the students are in Warfield Elementary School, located in 3 classrooms. The school is located just outside of the small eastern Kentucky city of Warfield. The school has not experienced any major changes in the last 4 years, but the population of students has increased to over 350. We have between 78%-82% free or reduced breakfast/lunch students, and over 99% of the students are white. The current staff is relatively unchanged, with a second year principal. The Warfield community has two, large capacity, low-rent apartment complexes with several students enrolled at Warfield Elementary, as well as 3 low rent trailer parks. Most families in these complexes are low income families that move many times and have no current location that they can call home. Challenges consist of a lack of value in education, and this culture must be changed.



## **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 purpose at Warfield Elementary School is to have every child proficient and prepared for success. We want to educate students so they will be lifelong learners. Our Mission Statement is: In a safe and nurturing environment, the staff at Warfield Elementary School will educate all students to reach high levels of academic performance. We accept the responsibility to teach all students. We strive to have teachers that have the highest expectations for all levels of students, including all gaps. Through all programs, we offer the best chance for our students accomplish our purpose and mission.

## **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.**

Our greatest achievement is becoming a distinguished school and ranking in the 93rd percentile in the state of Kentucky, which is an increase of 50 percentiles from the 43rd percentile the year before. Our reading scores increased from 53.3 to 77.1. Our mathematics scores increased from 54 to 63.5. Our science increased from 85.3 to 90.5. Our social studies increased from 84.4 to 94.1. In our gap categories our scores increased in reading from 38.2 to 60.9, math increased from 33.1 to 43.8, science increased from 64.4 to 66, and social studies increased from 63.4 to 75. Our gap reading, social studies and writing outscored the non gap students thus closing the gap in those areas. We are continuously striving to better our achievement levels.

## **Additional Information**

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

Warfield Elementary is currently doing a program review by assuring that each grade level is preparing every student for success by using lessons which provide cross-curricular studies. These lessons consist of arts and humanities, practical living, and writing. Topics include physical, health, consumerism, and careers.

# **WES GAP Plan**

## **Overview**

### **Plan Name**

WES GAP Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$500

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

### Strategy 1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program	02/01/2013	06/01/2014	\$0	No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Student Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program	02/01/2013	06/01/2014	\$0	No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff
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## Measurable Objective 2:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

### Strategy 1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction	02/01/2013	06/01/2014	\$0	No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction	02/01/2013	06/01/2014	\$0	No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff



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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning	02/01/2013	06/01/2014	\$500	Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning	02/01/2013	06/01/2014	\$500	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff
<b>Total</b>					\$500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Strategies	Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction	02/01/2013	06/01/2014	\$0	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff
Response to Intervention	Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction	02/01/2013	06/01/2014	\$0	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

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Response to Intervention	Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program	02/01/2013	06/01/2014	\$0	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team
Student Data Room	Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program	02/01/2013	06/01/2014	\$0	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff
<b>Total</b>					<b>\$0</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The data information tells us that we have overcome gaps in reading, social studies and writing. We are currently very close in the other subject areas. We are actually trying to figure out what our most effective strategies are in our interventions, so we can duplicate having overcome the gap. The data does not tell us how we overcame gaps, or how we became distinguished.

## **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?**

On KPREP testing, we improved in reading, math, science, social studies, and language mechanics. We also improved our gap scores in each area. We are continuing to use map testing as a source of data to build intervention. We are continuing to use our distinguished students as motivating factors for the rest of the school. Our intervention classes are implementing similar strategies as last year to improve reading. We have celebrated being a distinguished school, and overcoming our reading gap.

## **Opportunities for Improvement**

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

Our writing scores need improvement. We have hired a writing interventionist to implement strategies and practice on how to write effectively.



## **Conclusion**

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

Our next step is to continue providing quality rti, from quality teachers and retired teachers, and quality assistants. We will do periodical testing and writing assignments to check for improvement.

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

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

Title 1 meeting, and SBDM.

## Relationship Building

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

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

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

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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
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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice



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

## Advocacy

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

Overall Rating: 3.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
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
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
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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

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

Overall Rating: 3.5

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

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

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Parent leaders regularly work with all parents to develop ways to improve parent understanding of learning issues.	Distinguished

## Community Partnerships

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

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

## **Reflection**

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

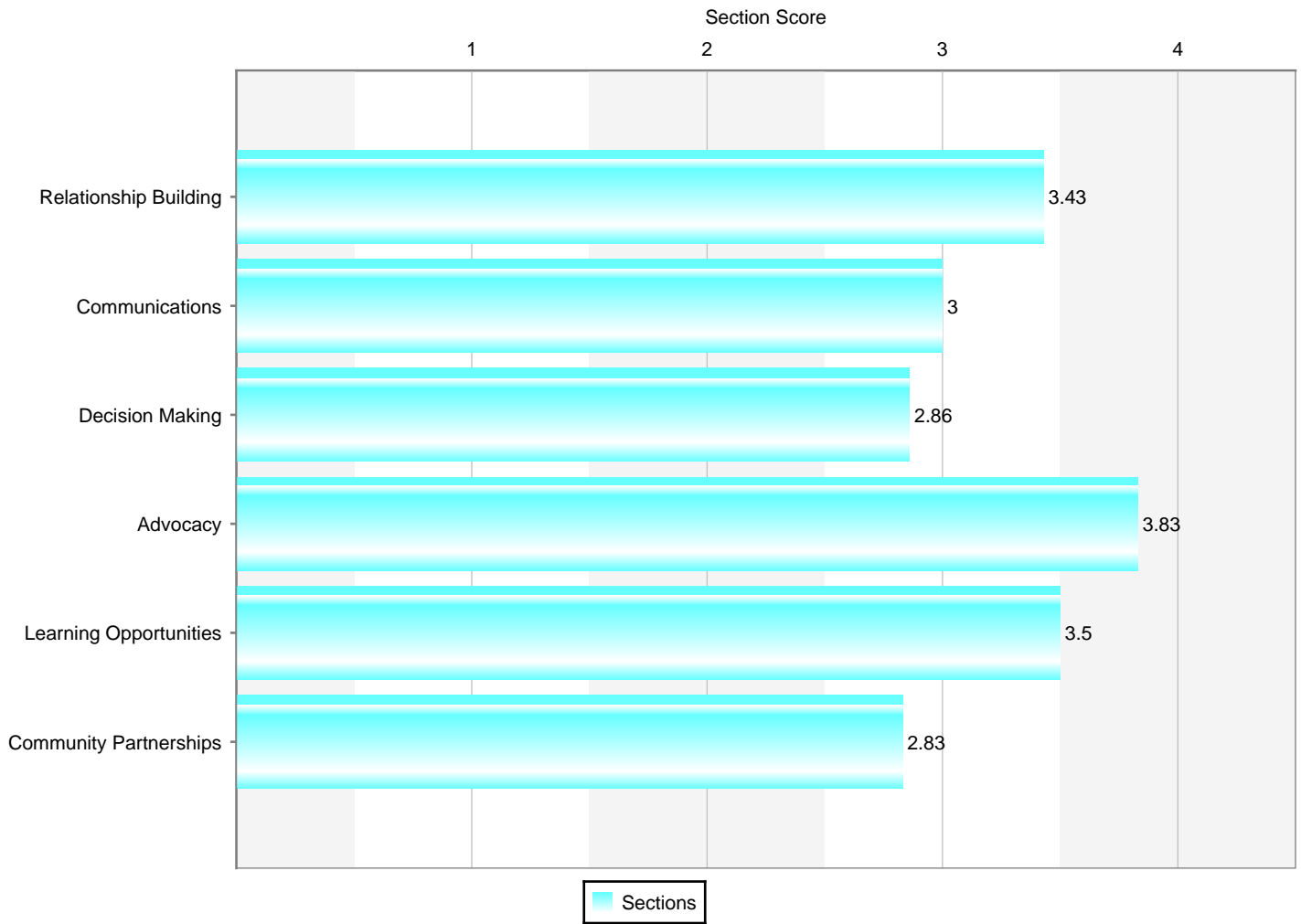
**Reflect upon your responses to each of the Missing Piece objectives.**

Areas of strength include having parent/teacher conferences each month or 4 1/2 weeks. We continue this process every 4 1/2 weeks.

Community employers could be more involved and may be so when we have a career day.

## 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.**

We have an election process for Site Based Decision Making committee. The parents elected will represent the community. We also have Title 1 meetings in which all parents are informed to attend. We also have a family resource committee that foresees how they spend resources. Each of these has once per month meetings and phone calls are made as well as social media.

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

The parents on the site based committee add their knowledge and ideas when we discuss school improvement. The teacher representatives do the same. All of them discuss what parents and other teachers are talking about.

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

Information is delivered by social media and anyone that wants to come to school can have one also.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Warfield Elementary School

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

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

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

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

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

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

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

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

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



**KDE Comprehensive School Improvement Plan**

Warfield Elementary School

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

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We had to use Title 1 funding to hire because of class sizes being too large.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	A teacher was hired because the classroom size was too large.	

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

**Strategy1:**

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

## Strategy2:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

### Goal 3:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

### Measurable Objective 1:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

## Measurable Objective 2:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

## Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

## Goal 4:

All students at Warfield Elementary School will become proficient writers.

## Measurable Objective 1:

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 5:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

### Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

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

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Goal 1:

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

## Measurable Objective 1:

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

## Strategy1:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Strategy2:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

## Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

### Goal 3:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

### Measurable Objective 1:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

## Measurable Objective 2:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

## Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

## Goal 4:

All students at Warfield Elementary School will become proficient writers.

## Measurable Objective 1:

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 5:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

### Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

All children were screened for kindergarten readiness.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Goal 1:

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

## Measurable Objective 1:

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Strategy2:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

## Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

### Goal 3:

All students at Warfield Elementary School will become proficient writers.

### Measurable Objective 1:

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 4:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

## Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

## Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

## Goal 5:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

### Measurable Objective 1:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

### Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Measurable Objective 2:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

## Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director

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

## Goal 1:

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

## Measurable Objective 1:

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Strategy1:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

## Strategy2:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

## Goal 2:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

## Measurable Objective 1:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

## Strategy1:

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director

## Measurable Objective 2:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

## Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

### Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

### Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

### Measurable Objective 2:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

**KDE Comprehensive School Improvement Plan**

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

**Goal 4:**

All students at Warfield Elementary School will become proficient writers.

**Measurable Objective 1:**

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

**Strategy1:**

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 5:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

### Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

**Narrative:**

The school system has a head start program as well as preschool. These 2 programs have helped kindergarten readiness.

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

**Goal 1:**

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Strategy2:

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 2:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

## Measurable Objective 1:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

## Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

## Measurable Objective 2:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

## Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

## Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Research Cited: Kentucky Initiative

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

## Measurable Objective 2:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 4:

All students at Warfield Elementary School will become proficient writers.

## Measurable Objective 1:

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 5:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

### Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Famiy Resource Director, Title I Staff, Counselor, Principal

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

**Strategy1:**

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

## Strategy2:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

## Goal 2:

SY 2014-2015

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# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Measurable Objective 2:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

### Goal 3:

All students at Warfield Elementary School will become proficient writers.

### Measurable Objective 1:

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

### Strategy1:

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Goal 4:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

### Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

## Goal 5:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.



# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Measurable Objective 1:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

### Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

## Measurable Objective 2:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director

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

### Goal 1:

Increase the average combined reading and math K-PREP scores for Warfield Elementary School from 40.6% to 70.3% by 2017.

### Measurable Objective 1:

demonstrate a proficiency of the average combined reading and math scores by 06/01/2014 as measured by K-PREP scores of 52.5%.

### Strategy1:

Reading and Math Initiatives - Teachers will promote the school literacy plan and foster the implementation of a successful reading program while also being involved in a math program that will strengthen instructional practices.

Category:

Research Cited: Kentucky Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teacher, Special Education Staff, Resource Teacher, Title I Staff.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work for instructional implications. They will also utilize the adopted curriculum calendar maps for planning independently and collaboratively.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Student Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement scoring guides and "I Can" statements so that students can articulate expectations and performance standards in each class. Students will know what is expected of them in order for them to be proficient.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Title I Staff, Special Education Teachers, Resource Teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology in their units of study through the use of emails, smart boards, laptops, Ipads, Ipods, student responders, LEXIA Reading, DreamBox Math, Study Island, other various computer educational programs, and the computer lab.	Academic Support Program			02/01/2013	06/01/2014	\$2000 - General Fund	Principal, Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Strategy2:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team and administration to quickly identify students in need of instructional intervention.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies in reading and math for students as identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Special Education Teachers, Title I Staff, Student Assistance Team

Activity - MAP & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MAP test generates target scores for all students in math and reading. Teachers will use these individualized MAP results to develop RTI strategies for students and plot individual student growth. Staff will analyze data (MAP assessment, CIITS, K-PREP ) and make needed changes to curriculum as indicated by the data review.	Direct Instruction			02/01/2013	06/01/2014	\$5000 - District Funding	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested 3 times per year with the STAR reading and math assessments. All results will be plotted in the data room and reports will be sent home to parents with report cards.	Direct Instruction			02/01/2013	06/01/2014	\$1500 - General Fund	Classroom teachers

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.4% in 2012 to 65.2% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students who have an Individual Education Plan or receive free and reduced lunch from 30.4% to 44.3% by 06/01/2014 as measured by K-PREP .

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Strategy1:

Growth Monitoring - MAP (Measures of Academic Progress) in math and reading will be reviewed for expected growth. WES students take this assessment three times per year - beginning, mid-year and end of the year.

Category:

Research Cited: Kentucky Initiative

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and initiate response to intervention strategies for students identified by CIITS assessments, common assessments and MAP assessments. Each identified student will receive necessary interventions weekly.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Teachers, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Student Data Room	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in a student data room. This room will allow teachers, Student Assistant Team members, and administration quick identification of students in need of instructional interventions.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

## Measurable Objective 2:

collaborate to use research based best practice instructional and assessment strategies that target at risk students and students with disabilities to increase their proficiency in reading and math to 44.3% by 06/01/2014 as measured by K-PREP.

## Strategy1:

Literacy and Math Initiative - Classroom and Special Education teachers will collaborate and team teach using best practice strategies to assist students in reaching proficiency for reading and math.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following area: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers during PLC meetings will meet to align instructional strategies with individual student goals to meet the changing needs of diverse students and students with learning disabilities through the use of various learning approaches, multiple intelligences, learning styles, modifications, and accommodations.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Student Assistance Team

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use cooperative and collaborative learning strategies to address the number of students scoring novice and to challenge all students to reach higher levels of thinking.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff

### Goal 3:

Administrators and teachers of Warfield Elementary School will collaborate to develop a positive school culture that lays the ground work for all students to become successful.

### Measurable Objective 1:

collaborate to communicate more effectively with families and students about student progress, expectations for learning and how students are graded by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

### Strategy1:

Home and School Connection - Grade level professional learning communities will create common grade level communication plans that are designed to inform parents and students of expectations for learning, explain how students are graded, and tell families of upcoming school activities and events.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

Activity - Family Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly update teacher websites, emails, weekly homework pages, Infinite Campus grade books to more effectively communicate student learning targets. Teachers will include in these updates information about upcoming events and their classroom grading system.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Resource Teachers, Title I Staff, Counselor, Family Resource Director.

Activity - Communication Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will communicate expectations for learning and grading methods to parents and students. Communication strategies will include parent conferences, Title I parent involvement meetings, Admission and Release Committee meetings, progress reports and report cards, teacher websites, weekly homework sheets, class newsletters and clearly posted learning targets with "I Can" statements.	Parent Involvement			02/01/2013	06/01/2014	\$0 - No Funding Required	Classroom teachers, Special Education Staff, Resource Teachers, Title I Staff, Counselor, Family Resource Director

## Measurable Objective 2:

collaborate to make sure the CSIP is a working document that will benefit Warfield Elementary School in striving for all students to achieve high academic and social standards of learning by 06/01/2014 as measured by Implementation & Impact Checks.

## Strategy1:

CSIP Planning - Administrators and Comprehensive School Improvement Planning Committee members will provide ongoing management of the CSIP by regularly reviewing existing data and making necessary revisions to the working document.

Category:

Research Cited: Kentucky Initiative

Activity - I & I Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and CSIP Committee members will meet two times a year to review implementation of the Comprehensive School Improvement Plan goals, objectives, strategies, and activities.	Policy and Process			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Counselor, CSIP Committee Members

## Goal 4:

A system for providing additional assistance for students beyond their initial classroom instruction will be incorporated into the school setting.

# KDE Comprehensive School Improvement Plan

Warfield Elementary School

## Measurable Objective 1:

collaborate to develop and implement a support system for providing additional assistance for students beyond their initial classroom instruction by 06/01/2014 as measured by Parent and Student Surveys and Feedback.

## Strategy1:

Support Services - Counselor, Family Resource Director and Title I teacher will provide additional assistance to meet student needs beyond the initial classroom instruction.

Category:

Research Cited: Kentucky Initiative

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homevisits will be completed for any student that has a truancy issue of nine unexcused absences. School personnel will determine if there are family needs the school is able to address to help the student or family with attendance concerns.	Academic Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	Family Resource Director, Attendance Clerk

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Meetings will focus on assisting parents in parenting skills for helping their children develop toward proficiency and making a positive home & school connection in the learning process.	Parent Involvement			02/01/2013	06/01/2014	\$200 - Title I Schoolwide	Family Resource Director, Title I Staff, Counselor, Principal

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the school counselor for attendance, academic, personal, behavioral, emotional, or career counseling as needed. Meetings with the counselor may be initiated by the students, parents, teachers, administration or community.	Behavioral Support Program			02/01/2013	06/01/2014	\$0 - No Funding Required	School Counselor



**KDE Comprehensive School Improvement Plan**

Warfield Elementary School

Activity - Professional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Guidance Counselor will attend leadership trainings to expand their knowledge on practices used in meeting the needs of students and their families at various levels. They will implement the knowledge gained from these trainings into their daily activities at school to assist students in reaching proficiency.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, School Counselor

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Workshops will be conducted four times a year to equip parents with information on ways to assist their children at being successful at school.	Parent Involvement			02/01/2013	06/01/2014	\$300 - Title I Schoolwide	Famiy Resource Director, Title I Staff, Counselor, Principal

**Goal 5:**

All students at Warfield Elementary School will become proficient writers.

**Measurable Objective 1:**

collaborate to increase the writing scores for WES from 18.2% to 34.6% by 06/01/2014 as measured by K-PREP.

**Strategy1:**

Writing Initiative - All teachers will incorporate a writing and assessment program which includes on demand writing, extended response writing and short answer items.

Category:

Research Cited: Kentucky Initiative

Activity - Writing in Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and embed in general instruction the use of on demand, extended response, and short answer questions that are aligned and reflect performance standards to assess student work.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the writing process, on demand writing, extended responses and short answer strategies, and the models of authentic writing in order to develop students' writing skills.	Direct Instruction			02/01/2013	06/01/2014	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff

**KDE Comprehensive School Improvement Plan**

Warfield Elementary School

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will participate in professional development that will enable them to implement research based instructional strategies in the following areas: CIITS, reading, math, writing, classroom management, career studies, technology integration, addressing diverse learning needs, science, social studies, and K-PREP like assessments.	Professional Learning			02/01/2013	06/01/2014	\$500 - Title I Schoolwide	Principal, Counselor, Classroom Teachers, Special Education Staff, Resource Teachers, Title I Staff