



# **Comprehensive School Improvement Plan**

Williamstown Elementary  
Williamstown Independent

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

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

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

A significant portion of our student body receives free and/or reduced lunch. The data is deceiving because the entire school qualifies for free lunch due to the community eligibility option. Also, the 57% of our students listed as receiving free and reduced lunch is inaccurate. That percentage is just the ones who turned in all the proper paperwork. The true percentage is in the mid 80s. Roughly 8% of our students are minority. 0% of our staff are minority. 1.6% of our students speak English as a second language. 2 out of 25 teachers are completely new to our profession. One is a 2nd grade teacher and the other is a speech and language teacher. The speech teacher is shared between my school and the middle/high schools. 8 teachers or 32% of my teachers have been in the profession for 3 or less years. This lack of experienced teachers could adversely affect learning. 68% of my teachers have been in the profession 4 or more years. The experienced teachers serve as strong mentors for those less experienced, which helps strengthen the learning environment. We do not have any National Board Certified Teachers, which may indicate a lack of teachers willing to take on new challenges.

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

Williamstown Elementary School has seen its number of students receiving free and reduced lunch significantly increase during the past several years. As the socioeconomic status of our student population has changed, we have noticed that kindergarten preparedness has also begun to be an area of concern. The lack of preparedness has begun to trickle into other grade level areas.

The academic progress of students with disabilities is a concern. Staff resources available are limited by budget constraints. There is some difficulty establishing communication and connections with families prior to kindergarten entry. Once in school, more time and individual attention is required to ensure students are on grade level before moving to the intermediate grades. We could use more resources for our ELL population, but budget restrictions are a concern.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	I used the snipping tool to place the equity numbers from our school report card. From there, I set the goals to grow one point each for the next three years. There were no directions on how to complete this task.	WES Equity Goals

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

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

**OR**

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

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

## **Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.

## **Measurable Objective 1:**

demonstrate a proficiency The combined reading and math Gap score will be 60.5 or greater by 05/31/2017 as measured by KPREP.

## **Strategy1:**

Remove Barriers - The professional counselor will identify barriers that prevent students from learning. Students will be served in small groups and individually. The professional counselor will collaborate with teachers and parents in an effort to improve student learning.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Counseling and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000 - District Funding	Professional School Counselor

## Strategy2:

ESS - Students who struggle to complete homework or master particular skills in reading and/or math will be provided assistance in the morning prior to the start of the school day.

Category: Continuous Improvement

Research Cited:

Activity - Homework/Skill Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	ESS teacher

## Strategy3:

Summer Camp - A summer reading camp will be offered to students who struggle to read well and would benefit from a jump start to school.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000 - Other	Principal, Reading Teachers, Instructional Coach

## Measurable Objective 2:

demonstrate a proficiency The average combined male reading and math scores will improve from 48.5% in 2016 to 65.6% by 05/31/2017 as measured by KPREP.

## Strategy1:

Library Wish List - The school library will create a suggested book purchase area where male students will be encouraged to suggest books to be purchased.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Read and Discuss Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who struggle to read well will be targeted to select a book not currently available in our library that should be purchased to reach our male population.	Academic Support Program	01/02/2017	12/31/2017	\$200 - Text Books	Principal, Teachers, Librarian

## Strategy2:

Male Volunteers - Male volunteers will be sought to help boys with reading and mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Male Volunteers Help Boys Read and Do Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Male Teachers

## Measurable Objective 3:

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

## Strategy1:

Collaboration - Provide training to teachers on the different ways that collaboration can be obtained both within and outside of the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500 - Other	Principal, Special Education Director, Instructional Coach

## Strategy2:

Goal Setting - The special ed. teachers and classroom teachers will work together to write specific reading and math goals for student I.E.P.'s.

Category: Continuous Improvement

Research Cited: Marzano has cited goal setting as an effective strategy for student achievement.

Activity - Collaborative Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Instructional Coach

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## Strategy3:

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500 - State Funds	Principal, Special Education Director, Instructional Coach

## Goal 2:

Increase the Arts and Humanities ratings for all of the standards to proficient or distinguished by 2017.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, students will be exposed to and receive quality instruction in the four art forms in Art & Humanities by 05/30/2016 as measured by Program Review Standards Evaluation.

## Strategy1:

Provide student access to all four art forms - All four art forms will be intentionally scheduled into the school day for all students. Teachers will be provided professional development to ensure competency regarding areas of responsibility.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will engage in dialogue to interweave the arts with other curriculum areas.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Arts teachers/principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning opportunities related to the particular area of responsibility.	Academic Support Program	01/02/2017	12/31/2017	\$200 - General Fund	Arts teachers/principal

## Goal 3:

Increase the average combined reading and math KPREP scores from 56.4% in 2016 to 78.2 in 2019.

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## Measurable Objective 1:

demonstrate a proficiency The number students performing proficient or higher in third grade readers will increase from 44.29% in 2016 to 60% by 05/31/2017 as measured by KPREP.

### Strategy1:

Collaboration and Communication - Partner with preschool teachers, daycare providers, and parents within the community to prepare children for kindergarten.

Category: Early Learning

Research Cited:

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc., to learn how to access and utilize Footsteps to Brilliance literacy software.	Community Engagement	01/02/2017	12/31/2017	\$200 - Title II Part A	Principal/Reading Interventionist, Superintendent, Director of Teaching and Learning

Activity - Pre-K and K Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	K and Pre-K Teachers

### Strategy2:

Reading Program - Up-to-date reading materials will be selected and utilized at all levels to meet the needs of students.

Category: Learning Systems

Research Cited:

Activity - Footsteps to Brilliance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K-3 parents will be invited to a training sessions to learn how to access and help their child use the Footsteps to Brilliance literacy software. Students will have access to the software during the reading instruction period in Grades Pre-K through 3rd.	Technology	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Teachers, Instructional Coach, Superintendent, Instructional Supervisor.

## Measurable Objective 2:

demonstrate a proficiency The average combined reading and math scores will improve to 56.4 to 69.5 by 05/31/2017 as measured by KPREP.

### Strategy1:

Goal Setting - Students will set academic goals and track their progress to the goals in their notebook.

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Category: Continuous Improvement

Research Cited: Goal setting is cited by Marzano as being one of the important strategies to achieving high learning gains.

Activity - Goal Setting and Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have goal setting charts, where they will set goals and track progress towards their goals. These goal setting sheets will be provided by classroom teachers.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

## Strategy2:

Maintain focus on the Quality and Amount of Leveled Reading Instruction - All staff will be provided guidance on the plan and activities to be used during the leveled reading time. All grades will sustain a significant amount of time spent on reading instruction at each student's preferred level.

Category: Continuous Improvement

Research Cited: Allington and Gabriel cited their research supporting students reading on their level and in greater abundance in an Educational Leadership article they penned.

Activity - Increase Leveled Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will spend a significant amount of time in leveled reading instruction. MAP, KPREP, Scott-Foresman, Journeys, Aimsweb, and teacher observation will serve as the guide for student placement.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will spend fifteen minutes engaged in SSR.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Librarian, Instructional Coach

## Strategy3:

Summer Reading - Reading lists of required and suggested titles will be created for all grades and levels within grades. Students will receive rewards for completing the reading.

Category:

Research Cited: More time engaging the brain with reading during the summer months will allow students to continue their growth as proficient readers at the beginning of the year.

Activity - Summer Reading Lists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read books from the reading lists prepared for each grade level and levels within the grade during summer vacation. Students will receive rewards for completing their work at the beginning of the school year.	Parent Involvement	01/02/2017	12/31/2017	\$2000 - Booster Fund	Librarian and Teachers

## Strategy4:

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Differentiated Instruction - Students will complete lessons in Compass, Moby-Max, Footsteps to Brilliance and/or other researched based software programs to address individual deficits in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Compass, Moby-Max, Footsteps to Brilliance and/or other research based software lessons targeting deficient areas in reading and math.	Technology	01/02/2017	12/31/2017	\$500 - Title I Schoolwide	Teachers, Principal, Instructional Coach

## Strategy5:

Benchmark Assessments - Benchmark assessments that are KPREP like will be created by all grade levels for each quarter in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Benchmark assessments in reading and math will be given to K-5 students on a quarterly basis. After the assessments have been scored, students will analyze their results to determine what they need to work on. Teachers will analyze the class results to direct reteaching.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Teachers, Instructional Coach, Instructional Supervisor

## Strategy6:

Teacher, Student, Parent Conferences - Students will use their data notebooks to explain their learning during parent/teacher conferences.

Category: Continuous Improvement

Research Cited: Student reflection of their learning followed by an explanation is a best practice.

Activity - Parent, Teacher, Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A parent, teacher, and student conference will be held at the end of the first quarter. Teachers will encourage students to use their leadership notebooks to articulate their academic goals and progress.	Parent Involvement	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

## Goal 4:

Increase the Practical Living and Career Studies ratings for all standards to proficient or distinguished by 2017

## Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native

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and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, all students will be exposed to and receive quality instruction in all PLCS areas in Health/Physical Education by 12/31/2017 as measured by Program Review Standards Evaluation.

## Strategy1:

Career Exposure - Students will be exposed to variety of careers found in the community.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of professionals and workers representing various jobs in the community will be invited to school on "Career Day" to share their work related experiences and qualifications.	Career Preparation/ Orientation	01/02/2017	12/31/2017	\$0 - No Funding Required	Counselor

## Strategy2:

Professional Development - Staff will receive professional learning regarding specific areas of responsibility as well as in ways to provide cross-curricular instruction.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will collaborate with one another to ensure all areas of the Practical Living and Career Studies are taught to all students.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Physical education teacher/principal

Activity - Provide student access to all areas of Practical Living and Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect time allocated to the various areas of Practical Living and Career Studies.	Direct Instruction	01/02/2017	12/31/2017	\$200 - General Fund	Physical education teacher/principal

## Goal 5:

Improve the overall school culture resulting in more efficient classroom operations and less office discipline referrals in 2017.

## Measurable Objective 1:

demonstrate a behavior referral reduction (major) of 5% by 12/31/2017 as measured by behavior reports generated in Infinite Campus and SWIS.

## Strategy1:

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School Rules - Four school wide behavior expectations will be named, taught, and reinforced.

Category: Management Systems

Research Cited:

Activity - Teach and Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The four school wide behavior expectations will be taught and modeled for students on multiple occasions, throughout the school year.	Behavioral Support Program	01/02/2017	12/31/2017	\$500 - District Funding	Principal, Counselor, Teachers, Custodial Staff, Lunchroom Staff...Everyone

Activity - Extra Recess	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive an extra 15 minutes of fun activity time for ending every day during a quarter on green, blue, or purple.	Behavioral Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers and principal

Activity - Heat Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given HEAT tickets when caught exhibiting responsible behaviors. Two students' names from all grades will be drawn weekly to receive a prize.	Behavioral Support Program	01/02/2017	12/31/2017	\$500 - School Council Funds	All Staff

## Strategy2:

Counseling - Students will be provided counseling support to address appropriate behaviors in school.

Category: Other - Counseling

Research Cited:

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional school counselor will work with classes on a monthly basis to address positive behavior characteristics.	Behavioral Support Program	01/02/2017	12/31/2017	\$0 - Other	Professional School Counselor

Activity - Individual and Small Group Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional school counselor will work with students individually and in small groups to improve appropriate behaviors of students.	Behavioral Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Professional School Counselor

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Parents

Teachers

Students

Community Members

**Relationship Building**

Overall Rating: 2.86

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

**Communications**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 3.0

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

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

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

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

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

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

## Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

## Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

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

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

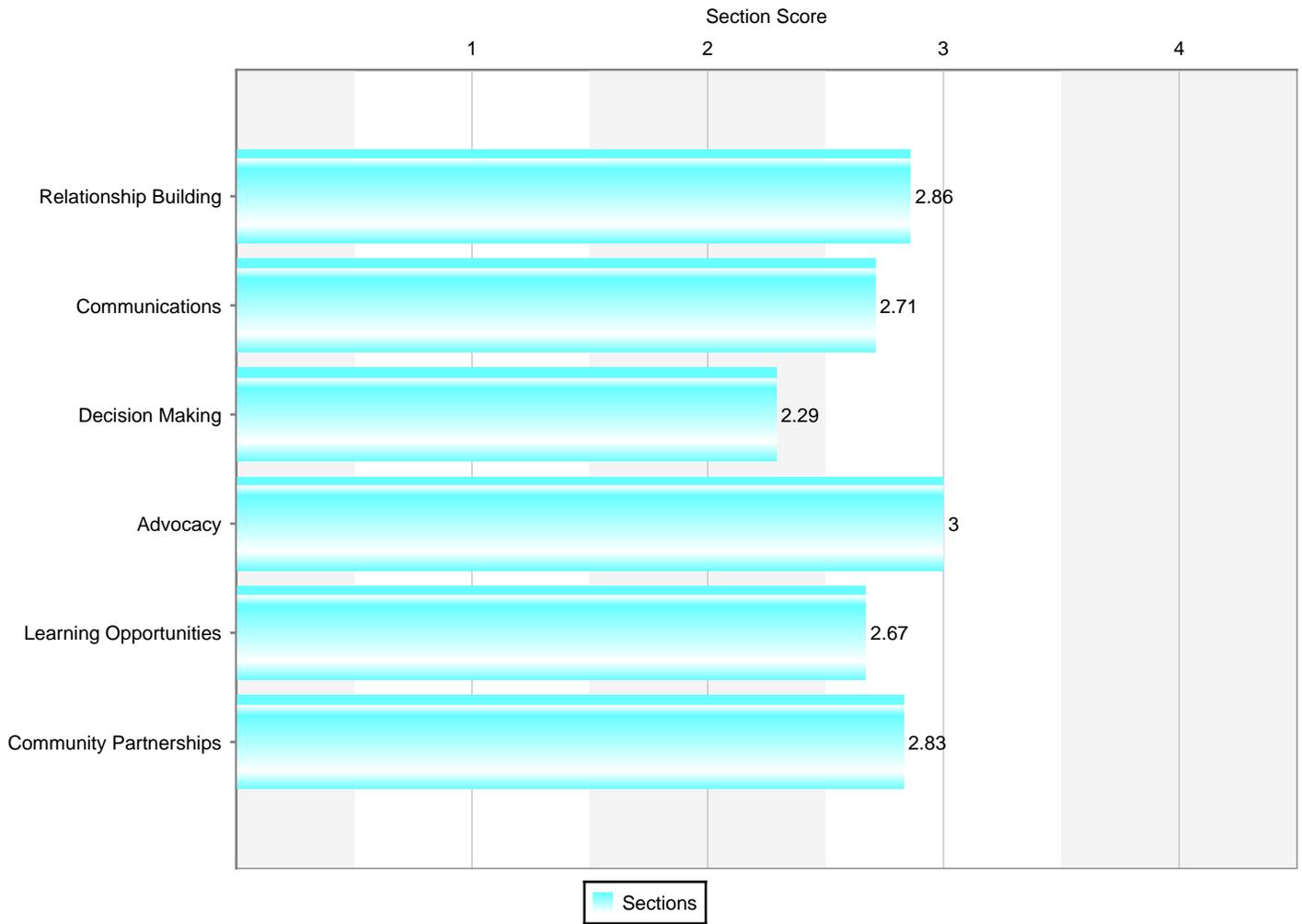
## Reflection

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

Williamstown Elementary School has many parents and community members involved with our school. We consistently have 10 parents per week who come into the school and volunteer. When we held our parent teacher conferences this year, we had approximately 90% of our parents in attendance. Several local business members stay involved with our school and provide services as needed. When the parent, teacher, and student surveys were completed in preparation for an accreditation visit, all areas scored highly. We have two counselors who provide parent evenings several times per year. Our Williamstown Elementary Boosters Organization (WEBO) is very involved with our school. Our school principal goes to every WEBO meeting and provides a principal's report, often containing school data. Parents and community members are invited to be our partners in educating our students.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The principal has established a teacher leadership team with approximately 12 members of the teaching and administrative staff who studied the academic needs of the school and worked to generate ideas and strategies to help all students reach proficiency and beyond. The committee consists of teachers from grades, 1,2,3,4,5, as well as the principal, two counselors, and the district instructional coach. The leadership team members wrote a narrative as a sort of application process and a way for them to demonstrate their commitment to WES. The committee met at times convenient to all members and each member had an equal opportunity to express their ideas. After the plan was created it was shared with the school staff. Staff were invited to provide input. Parents were also given the opportunity to learn of the components in the plan and to provide additional input. The plan was reviewed and approved by the site based decision making council and sent to the Board of Education for their review and approval.

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

The principal has established a teacher leadership team with approximately 12 members of the teaching and administrative staff who studied the academic needs of the school and worked to generate ideas and strategies to help all students reach proficiency and beyond. The committee consists of teachers from grades, 1,2,3,4,5, as well as the principal, two counselors, and the district instructional coach. The committee met at times convenient to all members and each member had an equal opportunity to express their ideas. After the plan was created it was shared with the school staff. Staff were invited to provide input. Parents were also given the opportunity to learn of the components in the plan and to provide additional input. The plan was reviewed, revised, and approved by the site based decision making council and sent to the Board of Education for their review and approval.

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

The final version of the CSIP was communicated to the certified and classified staff through email. Approximately half of the staff were involved in the writing of the CSIP. The plan was also given to each SBDM member and viewed and approved by the Board of education. The final version of the CSIP is also placed on our school website for viewing by any interested party.

# **Phase I - Needs Assessment**

## **Introduction**

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

## Data Analysis

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

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

We are trying to determine exactly how our school performed last year so that we can make educational adjustments. Those are the questions we are trying to answer with the data.

KPREP Data Below:

Achievement stayed exactly the same as the year prior.

We saw a 14.9 point drop in our Gap score.

We saw an decrease of 3.2 points in our growth score.

We had 38 students test Novice in Reading in grades 3-5 = 17.59% of our tested students.

We had 26 students test Novice in Mathematics in grades 3-5 = 12.03% of our tested students

We had 20 students test Novice in Language Mechanics in grade 4 = 25.64% of our tested students.

We had 4 students test Novice in writing in grade 5 = 5.8% of our tested students.

We had 7 students test Novice in Social Studies in grade 5 = 10.29% of our tested students

We had 51 students test Apprentice in Reading in grades 3-5 = 19.6% of our tested students.

We had 76 students test Apprentice in Mathematics in grades 3-5 = 35.19% of our tested students

We had 19 students test Apprentice in Language Mechanics in grade 4 = 24.36% of our tested students.

We had 23 students test Apprentice in writing in grade 5 = 33.82% of our tested students.

We had 17 students test Apprentice in Social Studies in grade 5 = 25.0% of our tested students

We had 87 students test Proficient in Reading in grades 3-5 = 40.28% of our tested students.

We had 77 students test Proficient in Mathematics in grades 3-5 = 35.65% of our tested students

We had 20 students test Proficient in Language Mechanics in grade 4 = 25.64% of our tested students.

We had 37 students test Proficient in writing in grade 5 = 54.41% of our tested students.

We had 39 students test Proficient in Social Studies in grade 5 = 57.35% of our tested students

We had 40 students test DISTINGUISHED in Reading in grades 3-5 = 18.52% of our tested students.

We had 37 students test DISTINGUISHED in Mathematics in grades 3-5 = 17.13% of our tested students

We had 19 students test DISTINGUISHED in Language Mechanics in grade 4 = 24.36% of our tested students.

We had 4 students test DISTINGUISHED in writing in grade 5 = 5.9% of our tested students.

We had 5 students test DISTINGUISHED in Social Studies in grade 5 = 7.35% of our tested students

The data does not tell us why these scores turned out the way they did. The data doesn't tell us specific strategies to correct the negative slide in our test scores.

## 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?**

We had 87 students test Proficient in Reading in grades 3-5 = 40.28% of our tested students.

We had 77 students test Proficient in Mathematics in grades 3-5 = 35.65% of our tested students

We had 20 students test Proficient in Language Mechanics in grade 4 = 25.64% of our tested students.

We had 37 students test Proficient in writing in grade 5 = 54.41% of our tested students.

We had 39 students test Proficient in Social Studies in grade 5 = 57.35% of our tested students

We had 40 students test DISTINGUISHED in Reading in grades 3-5 = 18.52% of our tested students.

We had 37 students test DISTINGUISHED in Mathematics in grades 3-5 = 17.13% of our tested students

We had 19 students test DISTINGUISHED in Language Mechanics in grade 4 = 24.36% of our tested students.

We had 4 students test DISTINGUISHED in writing in grade 5 = 5.9% of our tested students.

We had 5 students test DISTINGUISHED in Social Studies in grade 5 = 7.35% of our tested students.

Our leadership team has reviewed the data, discussed what was working for our students and made efforts to sustain the positive things.

We can celebrate the distinguished percentages of students within our school as well as our proficient students.

## **Opportunities for Improvement**

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

We had 38 students test Novice in Reading in grades 3-5 = 17.59% of our tested students.

We had 26 students test Novice in Mathematics in grades 3-5 = 12.03% of our tested students

We had 20 students test Novice in Language Mechanics in grade 4 = 25.64% of our tested students.

We had 4 students test Novice in writing in grade 5 = 5.8% of our tested students.

We had 7 students test Novice in Social Studies in grade 5 = 10.29% of our tested students

We had 51 students test Apprentice in Reading in grades 3-5 = 19.6% of our tested students.

We had 76 students test Apprentice in Mathematics in grades 3-5 = 35.19% of our tested students

We had 19 students test Apprentice in Language Mechanics in grade 4 = 24.36% of our tested students.

We had 23 students test Apprentice in writing in grade 5 = 33.82% of our tested students.

We had 17 students test Apprentice in Social Studies in grade 5 = 25.0% of our tested students

We have implemented a new lesson plan format using [planbookedu.com](http://planbookedu.com). We also have a new PLC format based upon the Plan, Do, Study, Act cycle. As a school, teachers are now giving weekly assessments that produce data which can be dis-aggregated and used to make instructional improvements.

## **Conclusion**

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

Since the PLC process is new to our school, it will be imperative that school leadership attend the PLC meetings and provide guidance as much as possible. Our district instructional coach will also be involved in this process as we seek to improve and she will provide support as needed. Our new lesson plan format allows for teachers to share lesson plans together across content and grade levels. This will help us to improve our school communication and will naturally facilitate some vertical alignment between grade levels.

# **2016-2017 Comprehensive School Improvement Plan Goals, Objectives, Strategies, and Activities**

## **Overview**

### **Plan Name**

2016-2017 Comprehensive School Improvement Plan Goals, Objectives, Strategies, and Activities

### **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 group from 49.4% in 2016 to 68.7% in 2019.	Objectives: 3 Strategies: 8 Activities: 8	Organizational	\$63200
2	Increase the Arts and Humanities ratings for all of the standards to proficient or distinguished by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$200
3	Increase the average combined reading and math KPREP scores from 56.4% in 2016 to 78.2 in 2019.	Objectives: 2 Strategies: 8 Activities: 10	Organizational	\$2700
4	Increase the Practical Living and Career Studies ratings for all standards to proficient or distinguished by 2017	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$200
5	Increase the the number of proficient/distinguished writers from 61.2% in 2016 to 62% 2017	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	Improve the overall school culture resulting in more efficient classroom operations and less office discipline referrals in 2017.	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$1000
7	Reduce the average combined reading and math novice ratings for all students from 14.81% in 2016 to 5% in 2019.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0

**Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.**

**Measurable Objective 1:**

demonstrate a proficiency The combined reading and math Gap score will be 60.5 or greater by 05/31/2017 as measured by KPREP.

**Strategy 1:**

Summer Camp - A summer reading camp will be offered to students who struggle to read well and would benefit from a jump start to school.

Category: Continuous Improvement

Activity - Summer Reading Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000	Other	Principal, Reading Teachers, Instructional Coach

**Strategy 2:**

Remove Barriers - The professional counselor will identify barriers that prevent students from learning. Students will be served in small groups and individually. The professional counselor will collaborate with teachers and parents in an effort to improve student learning.

Category: Continuous Improvement

Activity - Counseling and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000	District Funding	Professional School Counselor
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### Strategy 3:

ESS - Students who struggle to complete homework or master particular skills in reading and/or math will be provided assistance in the morning prior to the start of the school day.

Category: Continuous Improvement

Activity - Homework/Skill Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	ESS teacher

### Measurable Objective 2:

demonstrate a proficiency The average combined male reading and math scores will improve from 48.5% in 2016 to 65.6% by 05/31/2017 as measured by KPREP.

### Strategy 1:

Library Wish List - The school library will create a suggested book purchase area where male students will be encouraged to suggest books to be purchased.

Category: Continuous Improvement

Activity - Read and Discuss Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who struggle to read well will be targeted to select a book not currently available in our library that should be purchased to reach our male population.	Academic Support Program	01/02/2017	12/31/2017	\$200	Text Books	Principal, Teachers, Librarian

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### Strategy 2:

Male Volunteers - Male volunteers will be sought to help boys with reading and mathematics.

Category: Continuous Improvement

Activity - Male Volunteers Help Boys Read and Do Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Principal, Male Teachers

### Measurable Objective 3:

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

### Strategy 1:

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500	State Funds	Principal, Special Education Director, Instructional Coach

**Strategy 2:**

Collaboration - Provide training to teachers on the different ways that collaboration can be obtained both within and outside of the regular classroom.

Category: Continuous Improvement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500	Other	Principal, Special Education Director, Instructional Coach

**Strategy 3:**

Goal Setting - The special ed. teachers and classroom teachers will work together to write specific reading and math goals for student I.E.P.'s.

Category: Continuous Improvement

Research Cited: Marzano has cited goal setting as an effective strategy for student achievement.

Activity - Collaborative Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Instructional Coach

**Goal 2: Increase the Arts and Humanities ratings for all of the standards to proficient or distinguished by 2017.**

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, students will be exposed to and receive quality instruction in the four art forms in Art & Humanities by 05/30/2016 as measured by Program Review Standards Evaluation.

**Strategy 1:**

Provide student access to all four art forms - All four art forms will be intentionally scheduled into the school day for all students. Teachers will be provided professional development to ensure competency regarding areas of responsibility.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning opportunities related to the particular area of responsibility.	Academic Support Program	01/02/2017	12/31/2017	\$200	General Fund	Arts teachers/principal

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in dialogue to interweave the arts with other curriculum areas.	Direct Instruction	01/02/2017	12/31/2017	\$0	No Funding Required	Arts teachers/principal

**Goal 3: Increase the average combined reading and math KPREP scores from 56.4% in 2016 to 78.2 in 2019.**

**Measurable Objective 1:**

demonstrate a proficiency The average combined reading and math scores will improve to 56.4 to 69.5 by 05/31/2017 as measured by KPREP.

**Strategy 1:**

Goal Setting - Students will set academic goals and track their progress to the goals in their notebook.

Category: Continuous Improvement

Research Cited: Goal setting is cited by Marzano as being one of the important strategies to achieving high learning gains.

Activity - Goal Setting and Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have goal setting charts, where they will set goals and track progress towards their goals. These goal setting sheets will be provided by classroom teachers.	Other	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach

**Strategy 2:**

Maintain focus on the Quality and Amount of Leveled Reading Instruction - All staff will be provided guidance on the plan and activities to be used during the leveled reading time. All grades will sustain a significant amount of time spent on reading instruction at each student's preferred level.

Category: Continuous Improvement

Research Cited: Allington and Gabriel cited their research supporting students reading on their level and in greater abundance in an Educational Leadership article they penned.

Activity - Increase Leveled Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All grades will spend a significant amount of time in leveled reading instruction. MAP, KPREP, Scott-Foresman, Journeys, Aimsweb, and teacher observation will serve as the guide for student placement.	Direct Instruction	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach
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Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will spend fifteen minutes engaged in SSR.	Other	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Principal, Librarian, Instructional Coach

### Strategy 3:

Benchmark Assessments - Benchmark assessments that are KPREP like will be created by all grade levels for each quarter in reading and math.

Category: Continuous Improvement

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark assessments in reading and math will be given to K-5 students on a quarterly basis. After the assessments have been scored, students will analyze their results to determine what they need to work on. Teachers will analyze the class results to direct reteaching.	Other	01/02/2017	12/31/2017	\$0	No Funding Required	Principal, Teachers, Instructional Coach, Instructional Supervisor

### Strategy 4:

Teacher, Student, Parent Conferences - Students will use their data notebooks to explain their learning during parent/teacher conferences.

Category: Continuous Improvement

Research Cited: Student reflection of their learning followed by an explanation is a best practice.

## Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Parent, Teacher, Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent, teacher, and student conference will be held at the end of the first quarter. Teachers will encourage students to use their leadership notebooks to articulate their academic goals and progress.	Parent Involvement	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach

### Strategy 5:

Summer Reading - Reading lists of required and suggested titles will be created for all grades and levels within grades. Students will receive rewards for completing the reading.

Category:

Research Cited: More time engaging the brain with reading during the summer months will allow students to continue their growth as proficient readers at the beginning of the year.

Activity - Summer Reading Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read books from the reading lists prepared for each grade level and levels within the grade during summer vacation. Students will receive rewards for completing their work at the beginning of the school year.	Parent Involvement	01/02/2017	12/31/2017	\$2000	Booster Fund	Librarian and Teachers

### Strategy 6:

Differentiated Instruction - Students will complete lessons in Compass, Moby-Max, Footsteps to Brilliance and/or other researched based software programs to address individual deficits in reading and math.

Category: Continuous Improvement

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Compass, Moby-Max, Footsteps to Brilliance and/or other research based software lessons targeting deficient areas in reading and math.	Technology	01/02/2017	12/31/2017	\$500	Title I Schoolwide	Teachers, Principal, Instructional Coach

# Comprehensive School Improvement Plan

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## Measurable Objective 2:

demonstrate a proficiency The number students performing proficient or higher in third grade readers will increase from 44.29% in 2016 to 60% by 05/31/2017 as measured by KPREP.

## Strategy 1:

Collaboration and Communication - Partner with preschool teachers, daycare providers, and parents within the community to prepare children for kindergarten.

Category: Early Learning

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc., to learn how to access and utilize Footsteps to Brilliance literacy software.	Community Engagement	01/02/2017	12/31/2017	\$200	Title II Part A	Principal/Reading Interventionist Superintendent, Director of Teaching and Learning

Activity - Pre-K and K Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2017	12/31/2017	\$0	No Funding Required	K and Pre-K Teachers

## Strategy 2:

Reading Program - Up-to-date reading materials will be selected and utilized at all levels to meet the needs of students.

Category: Learning Systems

**Comprehensive School Improvement Plan**

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Activity - Footsteps to Brilliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-K-3 parents will be invited to a training sessions to learn how to access and help their child use the Footsteps to Brilliance literacy software. Students will have access to the software during the reading instruction period in Grades Pre-K through 3rd.	Technology	01/02/2017	12/31/2017	\$0	No Funding Required	Principal, Teachers, Instructional Coach, Superintendent, Instructional Supervisor.

## Goal 4: Increase the Practical Living and Career Studies ratings for all standards to proficient or distinguished by 2017

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, all students will be exposed to and receive quality instruction in all PLCS areas in Health/Physical Education by 12/31/2017 as measured by Program Review Standards Evaluation.

**Strategy 1:**

Professional Development - Staff will receive professional learning regarding specific areas of responsibility as well as in ways to provide cross-curricular instruction.

Category: Continuous Improvement

Activity - Provide student access to all areas of Practical Living and Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will reflect time allocated to the various areas of Practical Living and Career Studies.	Direct Instruction	01/02/2017	12/31/2017	\$200	General Fund	Physical education teacher/principal

## Comprehensive School Improvement Plan

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Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with one another to ensure all areas of the Practical Living and Career Studies are taught to all students.	Direct Instruction	01/02/2017	12/31/2017	\$0	No Funding Required	Physical education teacher/principal

### Strategy 2:

Career Exposure - Students will be exposed to variety of careers found in the community.

Category: Career Readiness Pathways

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of professionals and workers representing various jobs in the community will be invited to school on "Career Day" to share their work related experiences and qualifications.	Career Preparation/Orientation	01/02/2017	12/31/2017	\$0	No Funding Required	Counselor

## Goal 5: Increase the the number of proficient/distinguished writers from 61.2% in 2016 to 62% 2017

### Measurable Objective 1:

A 1% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by producing proficient or distinguished work in Writing by 05/31/2017 as measured by KPREP.

### Strategy 1:

Curriculum Alignment and Mapping - All grades will implement a writing program and use the programs pacing guide or a reorganized version that includes all of its components.

Category: Continuous Improvement

**Comprehensive School Improvement Plan**

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Activity - Curriculum Alignment and Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing curriculum maps will be reviewed, revised, and implemented by all grade levels as needed.	Direct Instruction	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers and Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss and learn from each other about how to teach writing during PLC meetings and faculty meetings.	Professional Learning	01/02/2017	12/31/2017	\$0	District Funding	Teachers and Writing Program Review Committee

Activity - Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive a minimum of 150 minutes of writing instruction each week.	Direct Instruction	01/02/2017	12/31/2017	\$0	District Funding	Teachers and Principal

**Strategy 2:**

Student Work - Teachers will discuss and share student work progress with grade level team members during PLC meetings.

Category: Continuous Improvement

Activity - Publish Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display student writing in the hallway and rotate pieces on a monthly basis.	Other	01/02/2017	12/31/2017	\$0	Other	Teachers

## Goal 6: Improve the overall school culture resulting in more efficient classroom operations and less office discipline referrals in 2017.

### Measurable Objective 1:

demonstrate a behavior referral reduction (major) of 5% by 12/31/2017 as measured by behavior reports generated in Infinite Campus and SWIS.

### Strategy 1:

School Rules - Four school wide behavior expectations will be named, taught, and reinforced.

Category: Management Systems

Activity - Teach and Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The four school wide behavior expectations will be taught and modeled for students on multiple occasions, throughout the school year.	Behavioral Support Program	01/02/2017	12/31/2017	\$500	District Funding	Principal, Counselor, Teachers, Custodial Staff, Lunchroom Staff...Everyone

Activity - Heat Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given HEAT tickets when caught exhibiting responsible behaviors. Two students' names from all grades will be drawn weekly to receive a prize.	Behavioral Support Program	01/02/2017	12/31/2017	\$500	School Council Funds	All Staff

## Comprehensive School Improvement Plan

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Activity - Extra Recess	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive an extra 15 minutes of fun activity time for ending every day during a quarter on green, blue, or purple.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers and principal

### Strategy 2:

Counseling - Students will be provided counseling support to address appropriate behaviors in school.

Category: Other - Counseling

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional school counselor will work with classes on a monthly basis to address positive behavior characteristics.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	Other	Professional School Counselor

Activity - Individual and Small Group Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional school counselor will work with students individually and in small groups to improve appropriate behaviors of students.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Professional School Counselor

### Measurable Objective 2:

collaborate to Increase by 25% the number of teacher leaders in the school by 05/31/2017 as measured by TELL Survey.

### Strategy 1:

**Comprehensive School Improvement Plan**

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Teachers Lead - Teachers will be invited to participate on the teacher leadership team, which will collaborate with the school principal on most school based decisions.  
 Category: Stakeholder Engagement

Activity - Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified and classified staff will be asked to serve on SBDM committees of their choosing. Committees will meet as needed.	Policy and Process	01/02/2017	12/31/2017	\$0	No Funding Required	Certified and Classified Staff

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be asked to lead and provided input on one program review committee.	Policy and Process	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers

Activity - Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be encouraged to seek out professional learning experiences and asked to share their knowledge with the staff during monthly faculty meetings, PLC meetings, and professional development meetings.	Professional Learning	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers

**Goal 7: Reduce the average combined reading and math novice ratings for all students from 14.81% in 2016 to 5% in 2019.**

**Measurable Objective 1:**

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A 2% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) by reducing the combined math and reading, novice performing students, to 10% in Mathematics by 05/31/2017 as measured by KPREP.

### Strategy 1:

RTI - Students will be identified for tier II and tier III math support based upon a combination of the following: low performance on MAP, KPREP, classroom assessments, and teacher recommendation. Students will receive remedial instruction within the classroom as well as from a pull out program.

Category: Continuous Improvement

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified tier II and tier III students will receive 120 minutes per week of small group instruction on their determined level.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Classroom teachers, Intervention Specialists,

### Strategy 2:

Differentiated Instruction - Students will complete lessons on Compass, Moby Max, or other research based software targeting deficient areas in reading and math.

Category: Continuous Improvement

Activity - Targeted Weakness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Compass, Moby Max, or other research based software lessons targeting deficient sub-domains in math for a minimum of 60 minutes per week.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Intervention Specialists

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Teachers will be provided professional development on Compass to create individual learning paths for students.	Professional Learning	01/02/2017	12/31/2017	\$0	No Funding Required	Gifted and Talented Coordinator, Instructional Coach
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Activity - Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress data from formative and/or summative assessments will be reviewed at least weekly during PLC meetings. The focus of the meetings will be based on the Plan, Do, Study, Act cycle.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach

### Measurable Objective 2:

A 8% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by reducing the number of novice to 10% in Reading by 05/31/2017 as measured by KPREP.

### Strategy 1:

RTI Reading - Students will be identified for tier II and III reading support based upon a combination of the following: low performance on MAP, KPREP, Aimsweb benchmark assessment, classroom assessments, and teacher recommendation.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified tier II and III students will receive 240 minutes per week of small group reading instruction (max. group size 12) provided by the classroom teacher and assistant. Tier III students will receive 240 minutes of individual or small group reading instruction (max. group size four) provided by the reading interventionist.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Reading Interventionist, Classroom Teachers

## Comprehensive School Improvement Plan

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### Strategy 2:

One to One - One to one volunteers will be assigned struggling primary student readers in 3rd grade to help them improve reading comprehension and fluency, and gain confidence.

Category: Learning Systems

Activity - One to one	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary struggling readers will be paired with a one to one coach to help them with their reading skills.	Academic Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read and Discuss Books	Students who struggle to read well will be targeted to select a book not currently available in our library that should be purchased to reach our male population.	Academic Support Program	01/02/2017	12/31/2017	\$200	Principal, Teachers, Librarian
<b>Total</b>					\$200	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Instruction	Students will work on Compass, Moby-Max, Footsteps to Brilliance and/or other research based software lessons targeting deficient areas in reading and math.	Technology	01/02/2017	12/31/2017	\$500	Teachers, Principal, Instructional Coach
<b>Total</b>					\$500	

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Reading Lists	Students will read books from the reading lists prepared for each grade level and levels within the grade during summer vacation. Students will receive rewards for completing their work at the beginning of the school year.	Parent Involvement	01/02/2017	12/31/2017	\$2000	Librarian and Teachers
<b>Total</b>					\$2000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Setting and Tracking	All students will have goal setting charts, where they will set goals and track progress towards their goals. These goal setting sheets will be provided by classroom teachers.	Other	01/02/2017	12/31/2017	\$0	Teachers, Principal, Instructional Coach

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Parent, Teacher, Student Conferences	A parent, teacher, and student conference will be held at the end of the first quarter. Teachers will encourage students to use their leadership notebooks to articulate their academic goals and progress.	Parent Involvement	01/02/2017	12/31/2017	\$0	Teachers, Principal, Instructional Coach
Program Review Committee	Teachers will be asked to lead and provided input on one program review committee.	Policy and Process	01/02/2017	12/31/2017	\$0	Teachers
Male Volunteers Help Boys Read and Do Math	Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0	Principal, Male Teachers
Individual and Small Group Counseling	The professional school counselor will work with students individually and in small groups to improve appropriate behaviors of students.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	Professional School Counselor
RTI Math	Identified tier II and tier III students will receive 120 minutes per week of small group instruction on their determined level.	Academic Support Program	01/02/2017	12/31/2017	\$0	Classroom teachers, Intervention Specialists,
Silent Sustained Reading	Students will spend fifteen minutes engaged in SSR.	Other	01/02/2017	12/31/2017	\$0	Teachers, Principal, Librarian, Instructional Coach
Increase Leveled Reading Instruction	All grades will spend a significant amount of time in leveled reading instruction. MAP, KPREP, Scott-Foresman, Journeys, Aimsweb, and teacher observation will serve as the guide for student placement.	Direct Instruction	01/02/2017	12/31/2017	\$0	Teachers, Principal, Instructional Coach
Collaboration	Staff will engage in dialogue to interweave the arts with other curriculum areas.	Direct Instruction	01/02/2017	12/31/2017	\$0	Arts teachers/principal
Student Data	Student progress data from formative and/or summative assessments will be reviewed at least weekly during PLC meetings. The focus of the meetings will be based on the Plan, Do, Study, Act cycle.	Academic Support Program	01/02/2017	12/31/2017	\$0	Teachers, Principal, Instructional Coach
Pre-K and K Collaboration	Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2017	12/31/2017	\$0	K and Pre-K Teachers
One to one	Primary struggling readers will be paired with a one to one coach to help them with their reading skills.	Academic Support Program	01/02/2017	12/31/2017	\$0	Principal
Extra Recess	Students will receive an extra 15 minutes of fun activity time for ending every day during a quarter on green, blue, or purple.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	Teachers and principal

# Comprehensive School Improvement Plan

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Footsteps to Brilliance	Pre-K-3 parents will be invited to a training sessions to learn how to access and help their child use the Footsteps to Brilliance literacy software. Students will have access to the software during the reading instruction period in Grades Pre-K through 3rd.	Technology	01/02/2017	12/31/2017	\$0	Principal, Teachers, Instructional Coach, Superintendent, Instructional Supervisor.
RTI	Identified tier II and III students will receive 240 minutes per week of small group reading instruction (max. group size 12) provided by the classroom teacher and assistant. Tier III students will receive 240 minutes of individual or small group reading instruction (max. group size four) provided by the reading interventionist.	Academic Support Program	01/02/2017	12/31/2017	\$0	Reading Interventionist, Classroom Teachers
Career Day	A variety of professionals and workers representing various jobs in the community will be invited to school on "Career Day" to share their work related experiences and qualifications.	Career Preparation/Orientation	01/02/2017	12/31/2017	\$0	Counselor
Benchmark Assessments	Benchmark assessments in reading and math will be given to K-5 students on a quarterly basis. After the assessments have been scored, students will analyze their results to determine what they need to work on. Teachers will analyze the class results to direct reteaching.	Other	01/02/2017	12/31/2017	\$0	Principal, Teachers, Instructional Coach, Instructional Supervisor
Collaboration	Staff will collaborate with one another to ensure all areas of the Practical Living and Career Studies are taught to all students.	Direct Instruction	01/02/2017	12/31/2017	\$0	Physical education teacher/principal
Homework/Skill Help	Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0	ESS teacher
Committees	Certified and classified staff will be asked to serve on SBDM committees of their choosing. Committees will meet as needed.	Policy and Process	01/02/2017	12/31/2017	\$0	Certified and Classified Staff
Targeted Weakness	Students will work on Compass, Moby Max, or other research based software lessons targeting deficient sub-domains in math for a minimum of 60 minutes per week.	Academic Support Program	01/02/2017	12/31/2017	\$0	Teachers, Intervention Specialists
Professional Development	Teachers will be provided professional development on Compass to create individual learning paths for students.	Professional Learning	01/02/2017	12/31/2017	\$0	Gifted and Talented Coordinator, Instructional Coach
Collaborative Goal Setting	The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0	Teachers, Instructional Coach

## Comprehensive School Improvement Plan

Williamstown Elementary

Leadership	Teachers will be encouraged to seek out professional learning experiences and asked to share their knowledge with the staff during monthly faculty meetings, PLC meetings, and professional development meetings.	Professional Learning	01/02/2017	12/31/2017	\$0	Teachers
Curriculum Alignment and Mapping	The writing curriculum maps will be reviewed, revised, and implemented by all grade levels as needed.	Direct Instruction	01/02/2017	12/31/2017	\$0	Teachers and Principal
<b>Total</b>					\$0	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading and Math Strategies	Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500	Principal, Special Education Director, Instructional Coach
<b>Total</b>					\$500	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive professional learning opportunities related to the particular area of responsibility.	Academic Support Program	01/02/2017	12/31/2017	\$200	Arts teachers/principal
Provide student access to all areas of Practical Living and Career Studies	The master schedule will reflect time allocated to the various areas of Practical Living and Career Studies.	Direct Instruction	01/02/2017	12/31/2017	\$200	Physical education teacher/principal
<b>Total</b>					\$400	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Publish Student Writing	Teachers will display student writing in the hallway and rotate pieces on a monthly basis.	Other	01/02/2017	12/31/2017	\$0	Teachers
Collaboration	Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500	Principal, Special Education Director, Instructional Coach

## Comprehensive School Improvement Plan

Williamstown Elementary

Summer Reading Camp	A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000	Principal, Reading Teachers, Instructional Coach
Counseling	The professional school counselor will work with classes on a monthly basis to address positive behavior characteristics.	Behavioral Support Program	01/02/2017	12/31/2017	\$0	Professional School Counselor
<b>Total</b>					<b>\$2500</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach and Model	The four school wide behavior expectations will be taught and modeled for students on multiple occasions, throughout the school year.	Behavioral Support Program	01/02/2017	12/31/2017	\$500	Principal, Counselor, Teachers, Custodial Staff, Lunchroom Staff...Everyone
Time	All students will receive a minimum of 150 minutes of writing instruction each week.	Direct Instruction	01/02/2017	12/31/2017	\$0	Teachers and Principal
Counseling and Collaboration	The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000	Professional School Counselor
Professional Development	Teachers will discuss and learn from each other about how to teach writing during PLC meetings and faculty meetings.	Professional Learning	01/02/2017	12/31/2017	\$0	Teachers and Writing Program Review Committee
<b>Total</b>					<b>\$60500</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Heat Awards	Students will be given HEAT tickets when caught exhibiting responsible behaviors. Two students' names from all grades will be drawn weekly to receive a prize.	Behavioral Support Program	01/02/2017	12/31/2017	\$500	All Staff
<b>Total</b>					<b>\$500</b>	

**Comprehensive School Improvement Plan**

Williamstown Elementary

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Literacy Night	Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc., to learn how to access and utilize Footsteps to Brilliance literacy software.	Community Engagement	01/02/2017	12/31/2017	\$200	Principal/Reading Interventionist Superintendent, Director of Teaching and Learning
<b>Total</b>					\$200	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Williamstown Elementary

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Williamstown Elementary

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Williamstown Elementary

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.williamstown.kyschools.us/userfiles/2/my%20files/district/csips%20district%20and%20schools/csip%202015-16.pdf?id=540575">http://www.williamstown.kyschools.us/userfiles/2/my%20files/district/csips%20district%20and%20schools/csip%202015-16.pdf?id=540575</a>	

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

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

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

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

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

# Comprehensive School Improvement Plan

Williamstown Elementary

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

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

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

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

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

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.

**Measurable Objective 1:**

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

**Strategy1:**

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500 - State Funds	Principal, Special Education Director, Instructional Coach

**Goal 2:**

Increase the Arts and Humanities ratings for all of the standards to proficient or distinguished by 2017.

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, students will be exposed to and receive quality instruction in the four art forms in Art & Humanities by 05/30/2016 as measured by Program Review Standards Evaluation.

**Strategy1:**

Provide student access to all four art forms - All four art forms will be intentionally scheduled into the school day for all students. Teachers will be provided professional development to ensure competency regarding areas of responsibility.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Williamstown Elementary

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning opportunities related to the particular area of responsibility.	Academic Support Program	01/02/2017	12/31/2017	\$200 - General Fund	Arts teachers/principal

### Goal 3:

Increase the Practical Living and Career Studies ratings for all standards to proficient or distinguished by 2017

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, all students will be exposed to and receive quality instruction in all PLCS areas in Health/Physical Education by 12/31/2017 as measured by Program Review Standards Evaluation.

### Strategy1:

Professional Development - Staff will receive professional learning regarding specific areas of responsibility as well as in ways to provide cross-curricular instruction.

Category: Continuous Improvement

Research Cited:

Activity - Provide student access to all areas of Practical Living and Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect time allocated to the various areas of Practical Living and Career Studies.	Direct Instruction	01/02/2017	12/31/2017	\$200 - General Fund	Physical education teacher/principal

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will collaborate with one another to ensure all areas of the Practical Living and Career Studies are taught to all students.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Physical education teacher/principal

### Goal 4:

Reduce the average combined reading and math novice ratings for all students from 14.81% in 2016 to 5% in 2019.

### Measurable Objective 1:

A 2% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade,

# Comprehensive School Improvement Plan

Williamstown Elementary

Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) by reducing the combined math and reading, novice performing students, to 10% in Mathematics by 05/31/2017 as measured by KPREP.

## Strategy1:

Differentiated Instruction - Students will complete lessons on Compass, Moby Max, or other research based software targeting deficient areas in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on Compass to create individual learning paths for students.	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Gifted and Talented Coordinator, Instructional Coach

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

## Goal 1:

Increase the combined third grade K-PREP reading and math scores from 62.3 to 79.8 in 2017.

## Measurable Objective 1:

demonstrate a proficiency By May of 2013, the average combined third grade reading and math scores will improve to 63.34 by 05/31/2013 as measured by KPREP.

## Strategy1:

Preschool/Kindergarten Collaboration - Preschool and kindergarten teachers will meet on a quarterly basis to discuss kindergarten readiness and share experiences.

Category:

Research Cited:

Activity - Preschool and Kindergarten Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2013	12/25/2015	\$0 - No Funding Required	Teachers and Principal

## Strategy2:

Scheduling - First and second grades will have reading at the same time so that students can be placed in the most appropriate group.

Category:

# Comprehensive School Improvement Plan

Williamstown Elementary

Research Cited:

Activity - Leveled Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading instruction will last one hour and fifteen minutes each day. First and second grades will share the same reading time so that students can be placed in the most appropriate group.	Direct Instruction	08/15/2013	05/30/2014	\$0 - No Funding Required	Principal and SBDM Council

### Strategy3:

Family Literacy - Invite parents of pre-kindergarten children to attend a training of suggested practices to prepare students for kindergarten.

Category:

Research Cited:

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc. to learn some of the best practices in preparing children to start school.	Community Engagement	01/05/2015	12/25/2015	\$200 - Title II Part A	Reading Interventionist

### Strategy4:

Create Small Learning Environments - The smallest classes possible will be created to provide individualized instruction.

Category:

Research Cited:

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reduce class sizes and provide more individualized instruction in reading and mathematics.	Class Size Reduction	05/20/2013	12/25/2015	\$30000 - Title I Schoolwide	Principal/SBDM Council

### Strategy5:

PreK-5 Reading Program - Appropriate reading materials will be selected and utilized at all levels to meet the needs of students.

Category:

Research Cited:

Activity - PreK-5 Reading Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading materials that align with the k-5 program will be selected and implemented in the preschool. Phonics will be a strong component of chosen product.	Direct Instruction	02/01/2013	12/31/2013	\$2000 - Other	Principal, Reading Interventionist, and Preschool Director

# Comprehensive School Improvement Plan

Williamstown Elementary

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

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.

## Measurable Objective 1:

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

## Strategy1:

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500 - State Funds	Principal, Special Education Director, Instructional Coach

## Strategy2:

Collaboration - Provide training to teachers on the different ways that collaboration can be obtained both within and outside of the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500 - Other	Principal, Special Education Director, Instructional Coach

## Strategy3:

Goal Setting - The special ed. teachers and classroom teachers will work together to write specific reading and math goals for student I.E.P.'s.

Category: Continuous Improvement

Research Cited: Marzano has cited goal setting as an effective strategy for student achievement.

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Collaborative Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Instructional Coach

## Measurable Objective 2:

demonstrate a proficiency The average combined male reading and math scores will improve from 48.5% in 2016 to 65.6% by 05/31/2017 as measured by KPREP.

### Strategy1:

Male Volunteers - Male volunteers will be sought to help boys with reading and mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Male Volunteers Help Boys Read and Do Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Male Teachers

### Strategy2:

Book Clubs - Male staff and community volunteers will form book clubs with boys who struggle to read well.

Category: Continuous Improvement

Research Cited:

Activity - Read and Discuss Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who struggle to read well will be targeted to participate in a book club. Selected books will be of high interest to the students and at an appropriate level.	Academic Support Program	01/02/2017	12/31/2017	\$200 - Text Books	Principal, Teachers, Librarian

## Measurable Objective 3:

demonstrate a proficiency The combined reading and math Gap score will be 60.5 or greater by 05/31/2017 as measured by KPREP.

### Strategy1:

ESS - Students who struggle to complete homework or master particular skills in reading and/or math will be provided assistance in the morning prior to the start of the school day.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Homework/Skill Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	ESS teacher

## Strategy2:

Remove Barriers - The professional counselor will identify barriers that prevent students from learning. Students will be served in small groups and individually. The professional counselor will collaborate with teachers and parents in an effort to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - Counseling and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000 - District Funding	Professional School Counselor

## Strategy3:

Summer Camp - A summer reading camp will be offered to students who struggle to read well and would benefit from a jump start to school.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000 - Other	Principal, Reading Teachers, Instructional Coach

## Narrative:

All students at WES are given the Briggance Screening Test both at the end of their Preschool year as well as the beginning of their kindergarten year.

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

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.

## Measurable Objective 1:

SY 2016-2017

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# Comprehensive School Improvement Plan

Williamstown Elementary

demonstrate a proficiency The combined reading and math Gap score will be 60.5 or greater by 05/31/2017 as measured by KPREP.

## Strategy1:

Remove Barriers - The professional counselor will identify barriers that prevent students from learning. Students will be served in small groups and individually. The professional counselor will collaborate with teachers and parents in an effort to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - Counseling and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000 - District Funding	Professional School Counselor

## Strategy2:

ESS - Students who struggle to complete homework or master particular skills in reading and/or math will be provided assistance in the morning prior to the start of the school day.

Category: Continuous Improvement

Research Cited:

Activity - Homework/Skill Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	ESS teacher

## Strategy3:

Summer Camp - A summer reading camp will be offered to students who struggle to read well and would benefit from a jump start to school.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000 - Other	Principal, Reading Teachers, Instructional Coach

## Measurable Objective 2:

demonstrate a proficiency The average combined male reading and math scores will improve from 48.5% in 2016 to 65.6% by 05/31/2017

SY 2016-2017

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# Comprehensive School Improvement Plan

Williamstown Elementary

as measured by KPREP.

## Strategy1:

Book Clubs - Male staff and community volunteers will form book clubs with boys who struggle to read well.

Category: Continuous Improvement

Research Cited:

Activity - Read and Discuss Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who struggle to read well will be targeted to participate in a book club. Selected books will be of high interest to the students and at an appropriate level.	Academic Support Program	01/02/2017	12/31/2017	\$200 - Text Books	Principal, Teachers, Librarian

## Strategy2:

Male Volunteers - Male volunteers will be sought to help boys with reading and mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Male Volunteers Help Boys Read and Do Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Male Teachers

## Measurable Objective 3:

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

## Strategy1:

Goal Setting - The special ed. teachers and classroom teachers will work together to write specific reading and math goals for student I.E.P.'s.

Category: Continuous Improvement

Research Cited: Marzano has cited goal setting as an effective strategy for student achievement.

Activity - Collaborative Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Instructional Coach

## Strategy2:

Collaboration - Provide training to teachers on the different ways that collaboration can be obtained both within and outside of the regular classroom.

# Comprehensive School Improvement Plan

Williamstown Elementary

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500 - Other	Principal, Special Education Director, Instructional Coach

### Strategy3:

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500 - State Funds	Principal, Special Education Director, Instructional Coach

### Goal 2:

Increase the average combined reading and math KPREP scores from 56.4% in 2016 to 78.2 in 2019.

### Measurable Objective 1:

demonstrate a proficiency The number students performing proficient or higher in third grade readers will increase from 44.29% in 2016 to 60% by 05/31/2017 as measured by KPREP.

### Strategy1:

Collaboration and Communication - Partner with preschool teachers, daycare providers, and parents within the community to prepare children for kindergarten.

Category: Early Learning

Research Cited:

Activity - Pre-K and K Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	K and Pre-K Teachers

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc., to learn how to access and utilize Footsteps to Brilliance literacy software.	Community Engagement	01/02/2017	12/31/2017	\$200 - Title II Part A	Principal/Reading Interventionist, Superintendent, Director of Teaching and Learning

## Strategy2:

Reading Program - Up-to-date reading materials will be selected and utilized at all levels to meet the needs of students.

Category: Learning Systems

Research Cited:

Activity - Footsteps to Brilliance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K-3 parents will be invited to a training sessions to learn how to access and help their child use the Footsteps to Brilliance literacy software. Students will have access to the software during the reading instruction period in Grades Pre-K through 3rd.	Technology	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Teachers, Instructional Coach, Superintendent, Instructional Supervisor.

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 KPREP scores from 56.4% in 2016 to 78.2 in 2019.

## Measurable Objective 1:

demonstrate a proficiency The average combined reading and math scores will improve to 56.4 to 69.5 by 05/31/2017 as measured by KPREP.

## Strategy1:

Summer Reading - Reading lists of required and suggested titles will be created for all grades and levels within grades. Students will receive rewards for completing the reading.

Category:

Research Cited: More time engaging the brain with reading during the summer months will allow students to continue their growth as proficient readers at the beginning of the year.

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Summer Reading Lists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read books from the reading lists prepared for each grade level and levels within the grade during summer vacation. Students will receive rewards for completing their work at the beginning of the school year.	Parent Involvement	01/02/2017	12/31/2017	\$2000 - Booster Fund	Librarian and Teachers

## Strategy2:

Maintain focus on the Quality and Amount of Leveled Reading Instruction - All staff will be provided guidance on the plan and activities to be used during the leveled reading time. All grades will sustain a significant amount of time spent on reading instruction at each student's preferred level.

Category: Continuous Improvement

Research Cited: Allington and Gabriel cited their research supporting students reading on their level and in greater abundance in an Educational Leadership article they penned.

Activity - Increase Leveled Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will spend one hour and fifteen minutes in leveled reading instruction. MAP, KPREP, Scott-Foresman, Journeys, Aimsweb, and teacher observation will serve as the guide for student placement.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour and fifteen minute leveled reading time, students will spend fifteen minutes engaged in SSR.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Librarian, Instructional Coach

## Strategy3:

Differentiated Instruction - Students will complete lessons in Compass, Moby-Max, Footsteps to Brilliance and/or other researched based software programs to address individual deficits in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Compass, Moby-Max, Footsteps to Brilliance and/or other research based software lessons targeting deficient areas in reading and math.	Technology	01/02/2017	12/31/2017	\$500 - Title I Schoolwide	Teachers, Principal, Instructional Coach

## Strategy4:

Goal Setting - Students will set academic goals and track their progress to the goals in their notebook.

Category: Continuous Improvement

Research Cited: Goal setting is cited by Marzano as being one of the important strategies to achieving high learning gains.

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Goal Setting and Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have goal setting charts, where they will set goals and track progress towards their goals. These goal setting sheets will be provided by classroom teachers.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

## Strategy5:

Benchmark Assessments - Benchmark assessments that are KPREP like will be created by all grade levels for each quarter in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Benchmark assessments in reading and math will be given to K-5 students on a quarterly basis. After the assessments have been scored, students will analyze their results to determine what they need to work on. Teachers will analyze the class results to direct reteaching.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Teachers, Instructional Coach, Instructional Supervisor

## Strategy6:

Teacher, Student, Parent Conferences - Students will use their data notebooks to explain their learning during parent/teacher conferences.

Category: Continuous Improvement

Research Cited: Student reflection of their learning followed by an explanation is a best practice.

Activity - Parent, Teacher, Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A parent, teacher, and student conference will be held at the end of the first quarter. Teachers will encourage students to use their leadership notebooks to articulate their academic goals and progress.	Parent Involvement	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

## Measurable Objective 2:

demonstrate a proficiency The number students performing proficient or higher in third grade readers will increase from 44.29% in 2016 to 60% by 05/31/2017 as measured by KPREP.

## Strategy1:

Collaboration and Communication - Partner with preschool teachers, daycare providers, and parents within the community to prepare children for kindergarten.

Category: Early Learning

Research Cited:

# Comprehensive School Improvement Plan

Williamstown Elementary

Activity - Pre-K and K Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and preschool teachers will meet throughout the year to engage in dialogue concerning kindergarten readiness.	Other	01/02/2017	12/31/2017	\$0 - No Funding Required	K and Pre-K Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a training session and invite pre-kindergarten parents, daycare providers, preschool providers, etc., to learn how to access and utilize Footsteps to Brilliance literacy software.	Community Engagement	01/02/2017	12/31/2017	\$200 - Title II Part A	Principal/Reading Interventionist, Superintendent, Director of Teaching and Learning

## Strategy2:

Reading Program - Up-to-date reading materials will be selected and utilized at all levels to meet the needs of students.

Category: Learning Systems

Research Cited:

Activity - Footsteps to Brilliance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K-3 parents will be invited to a training sessions to learn how to access and help their child use the Footsteps to Brilliance literacy software. Students will have access to the software during the reading instruction period in Grades Pre-K through 3rd.	Technology	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Teachers, Instructional Coach, Superintendent, Instructional Supervisor.

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.4% in 2016 to 68.7% in 2019.

## Measurable Objective 1:

demonstrate a proficiency Increase the combined average reading and math disability proficiency from 21.8% in 2016 to 45.8% by 05/31/2017 as measured by KPREP.

## Strategy1:

Professional Development - Special education staff will be provided training on effective reading and math strategies that are tactile kinesthetic and engaging for the individual learner. Teaching strategies should be different from that offered by the regular ed. teacher. All staff members will receive a continuous cycle of professional development training on student engagement.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Reading and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers/staff will receive training on effective reading and math strategies.	Direct Instruction	01/02/2017	12/31/2017	\$500 - State Funds	Principal, Special Education Director, Instructional Coach

## Strategy2:

Collaboration - Provide training to teachers on the different ways that collaboration can be obtained both within and outside of the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the different ways to collaborate both within and outside of the regular classroom.	Academic Support Program	01/02/2017	12/31/2017	\$500 - Other	Principal, Special Education Director, Instructional Coach

## Strategy3:

Goal Setting - The special ed. teachers and classroom teachers will work together to write specific reading and math goals for student I.E.P.'s.

Category: Continuous Improvement

Research Cited: Marzano has cited goal setting as an effective strategy for student achievement.

Activity - Collaborative Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The regular ed. and special ed. teachers will work together to write specific reading and math goals to be placed in I.E.P.'s	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, Instructional Coach

## Measurable Objective 2:

demonstrate a proficiency The combined reading and math Gap score will be 60.5 or greater by 05/31/2017 as measured by KPREP.

## Strategy1:

Summer Camp - A summer reading camp will be offered to students who struggle to read well and would benefit from a jump start to school.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Summer Reading Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A two week summer reading camp will be offered to struggling readers in grades 1-3. The camp will be anchored around a particular theme, i.e., space, animals, sea life, etc. The camp will provide students a jump start to the new school year.	Academic Support Program	07/17/2017	08/04/2017	\$2000 - Other	Principal, Reading Teachers, Instructional Coach

## Strategy2:

Remove Barriers - The professional counselor will identify barriers that prevent students from learning. Students will be served in small groups and individually. The professional counselor will collaborate with teachers and parents in an effort to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - Counseling and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The professional counselor will work with staff to identify students that are struggling to learn due to some form of barrier. Students will be counseled individually and/or in small groups. The professional counselor will collaborate with teachers and parents in an effort to improve student learning. Individual student progress will be tracked.	Academic Support Program	01/02/2017	12/31/2017	\$60000 - District Funding	Professional School Counselor

## Strategy3:

ESS - Students who struggle to complete homework or master particular skills in reading and/or math will be provided assistance in the morning prior to the start of the school day.

Category: Continuous Improvement

Research Cited:

Activity - Homework/Skill Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who struggle to complete homework and/or are deficient in mastering essential skills in reading and mathematics. A certified or classified teacher will work with the students between 7:30-8:30.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	ESS teacher

## Measurable Objective 3:

demonstrate a proficiency The average combined male reading and math scores will improve from 48.5% in 2016 to 65.6% by 05/31/2017 as measured by KPREP.

## Strategy1:

Book Clubs - Male staff and community volunteers will form book clubs with boys who struggle to read well.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Read and Discuss Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who struggle to read well will be targeted to participate in a book club. Selected books will be of high interest to the students and at an appropriate level.	Academic Support Program	01/02/2017	12/31/2017	\$200 - Text Books	Principal, Teachers, Librarian

## Strategy2:

Male Volunteers - Male volunteers will be sought to help boys with reading and mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Male Volunteers Help Boys Read and Do Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males volunteers are sought to help boys with reading and mathematics.	Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Principal, Male Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Increase the Arts and Humanities ratings for all of the standards to proficient or distinguished by 2017.

## Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, students will be exposed to and receive quality instruction in the four art forms in Art & Humanities by 05/30/2016 as measured by Program Review Standards Evaluation.

## Strategy1:

Provide student access to all four art forms - All four art forms will be intentionally scheduled into the school day for all students. Teachers will be provided professional development to ensure competency regarding areas of responsibility.

Category: Continuous Improvement

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Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will engage in dialogue to interweave the arts with other curriculum areas.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Arts teachers/principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning opportunities related to the particular area of responsibility.	Academic Support Program	01/02/2017	12/31/2017	\$200 - General Fund	Arts teachers/principal

## Goal 2:

Increase the Practical Living and Career Studies ratings for all standards to proficient or distinguished by 2017

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by spring 2017, all students will be exposed to and receive quality instruction in all PLCS areas in Health/Physical Education by 12/31/2017 as measured by Program Review Standards Evaluation.

### Strategy1:

Career Exposure - Students will be exposed to variety of careers found in the community.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of professionals and workers representing various jobs in the community will be invited to school on "Career Day" to share their work related experiences and qualifications.	Career Preparation/Orientation	01/02/2017	12/31/2017	\$0 - No Funding Required	Counselor

### Strategy2:

Professional Development - Staff will receive professional learning regarding specific areas of responsibility as well as in ways to provide cross-curricular instruction.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will collaborate with one another to ensure all areas of the Practical Living and Career Studies are taught to all students.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Physical education teacher/principal

Activity - Provide student access to all areas of Practical Living and Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect time allocated to the various areas of Practical Living and Career Studies.	Direct Instruction	01/02/2017	12/31/2017	\$200 - General Fund	Physical education teacher/principal

### Goal 3:

Increase the the number of proficient/distinguished writers from 61.2% in 2016 to 62% 2017

### Measurable Objective 1:

A 1% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by producing proficient or distinguished work in Writing by 05/31/2017 as measured by KPREP.

### Strategy1:

Curriculum Alignment and Mapping - All grades will implement the Write Steps Writing Curriculum and use the programs pacing guide or a reorganized version that includes all of its components.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss and learn from each other about how to teach writing during PLC meetings and faculty meetings.	Professional Learning	01/02/2017	12/31/2017	\$0 - District Funding	Teachers and Writing Program Review Committee

Activity - Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive a minimum of 150 minutes of writing instruction each week.	Direct Instruction	01/02/2017	12/31/2017	\$0 - District Funding	Teachers and Principal

Activity - Curriculum Alignment and Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing curriculum maps will be reviewed, revised, and implemented by all grade levels as needed.	Direct Instruction	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers and Principal

### Strategy2:

SY 2016-2017

# Comprehensive School Improvement Plan

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Student Work - Teachers will discuss and share student work progress with grade level team members during PLC meetings.

Category: Continuous Improvement

Research Cited:

Activity - Publish Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display student writing in the hallway and rotate pieces on a monthly basis.	Other	01/02/2017	12/31/2017	\$0 - Other	Teachers

Activity - Review Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in k-5 will respond to an on-demand writing prompt four times per year. Teachers will score student work from a neighboring grade level and provide feedback. Student growth will be determined by comparing the first piece of writing to the last. Staff will evaluate and identify strengths and weaknesses in writing on an annual basis.	Professional Learning	08/13/2015	12/16/2016	\$0 - District Funding	Teachers and Principal

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Williamstown Elementary is a medium size school with a student enrollment of 380 students. The school is unique in that one fourth of the students live outside of the district boundaries and choose to attend the school. Our students come from several other school districts. The school has a free and reduced lunch population of 56.9 percent. Ninety percent of the students are Caucasian while four percent are Hispanic, making up the second largest student population. The teaching staff is relatively young with the average number of years of experience at ten years. The majority of the teachers live in Williamstown or in the county. All but one of the teachers are highly qualified and the majority of the teachers hold a master's degree. Over the past three years the student enrollment has remained relatively constant. However, because Williamstown is located on interstate I-75, there is a certain amount of transient students. The district also has a reciprocal student contractual agreement with the county district; this also contributes to the transient population. The community of Williamstown is small in size but large in support of their school system. The taxpayers of Williamstown support the school district through taxes, including raising taxes when needed to ensure the stability of the school district. All special event programs during the evening hours are always well attended. When parent teacher conferences were the week of October 17th. 337/379 students had parents attend teacher conferences; 89% of our students parents. A large number of parents and community supporters regularly volunteer in the school to help students with basic skills in reading and mathematics.

## **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.**

Williamstown Elementary is committed to inspiring a culture of citizenship, perseverance, and lifelong learning.

At WES, we teach children about responsibility and decision making. We push our children to go beyond the books and to think about their lives; how they live now, and how they wish to live in the future and help them to develop goals and plans to achieve their dreams.

## **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.**

Reading had been the most improved area for WES between the years of 2012- to 2015.

Williamstown Elementary's KPREP rankings were consistent during the years of 2012, 2013, and 2014: 80th percentile, 82nd percentile, and 82nd percentile. During the 2016 academic year, the test scores slipped a bit and the school fell into the "Needs Improvement" category.

Former principal Poer retired, and current principal Dodd is new to the position.

Below is a list of last year's test scores. Areas to be proud of include our distinguished students.

We had 40 students test DISTINGUISHED in Reading in grades 3-5 = 18.52% of our tested students.

We had 37 students test DISTINGUISHED in Mathematics in grades 3-5 = 17.13% of our tested students

We had 19 students test DISTINGUISHED in Language Mechanics in grade 4 = 24.36% of our tested students.

We had 4 students test DISTINGUISHED in writing in grade 5 = 5.9% of our tested students.

We had 5 students test DISTINGUISHED in Social Studies in grade 5 = 7.35% of our tested students

Below are listed areas of growth where we will focus in this academic year and beyond.

We had 38 students test Novice in Reading in grades 3-5 = 17.59% of our tested students.

We had 26 students test Novice in Mathematics in grades 3-5 = 12.03% of our tested students

We had 20 students test Novice in Language Mechanics in grade 4 = 25.64% of our tested students.

We had 4 students test Novice in writing in grade 5 = 5.8% of our tested students.

We had 7 students test Novice in Social Studies in grade 5 = 10.29% of our tested students

## **Additional Information**

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

In addition to the academic success, Williamstown Elementary is proud to mention the large percentage of students participating extra curricular and co-curricular activities. The activities available to students are chorus, academic team, cross country, intramural basketball, traveling league basketball, newscast team, Lego/robotics, and Girls on the Run. Studies reveal that students who are involved in extended day activities perform better on academics than those that do not. WES has applied for a 21st Century grant in hopes of expanding both before and after school programming to our students.