



KDE Comprehensive School Improvement Plan

Walker Early Learning Center
Wayne County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Walker Early Learning Center is a primary school housing preschool and kindergarten students. The school serves approximately 425 students in the Wayne County school district. Of those students, 24% are identified as Special Education. Our staff includes 21 certified teachers and 42 classified staff (including cafeteria, clerical, and custodial) serving the students of our rural community. Preschool consists of 7 self-contained classrooms serving 14 homerooms attending half day sessions. Kindergarten consists of 11 self-contained classrooms with students rotating between teachers in Arts and Humanities, Library, and PE/Practical Living.

Special challenges include the majority of students coming from a low socio-economic background (74% of students qualify for free/reduced lunch) an increasing number of students requiring specially designed instruction (currently 24% of our student population).

School's Purpose

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

The Vision Statement of Walker Early Learning Center is "Building the Foundation for Success". This statement sets the tone for all decisions made at our school. We firmly believe in the importance of reaching our students early in their academic career and strive to help them build a positive attitude towards learning. We believe that all students can perform at their highest academic level. We believe we can make this possible by reducing barriers to learning through improving attendance, increasing parent support, and providing additional educational resources as necessary.

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.

This is the second year for the newly formed Wayne County Walker Early Learning Center. However, we are building on the successes of highly effective Preschool and Kindergarten programs in the former Wayne County Early Childhood Center and the Walker Elementary Schools. We are very excited about this new configuration and are striving to align curriculum and instruction between the two grades while increasing the rigor so that our students have a solid foundation in Reading and Math when they transition to first grade at Wayne County Bell Elementary School.

Additional Information

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

A major challenge we faced for the 2013-14 school year included the restructuring of schools within our district which was brought on by the merger of Wayne County School District with Monticello Independent School District. This restructuring brought Preschool and Kindergarten students and staff together for the first time. Our school met the challenge with a positive attitude and creativity. In 2014-15 we continue to meet all challenges by keeping student achievement, safety, and well-being at the forefront of our efforts at Walker Early Learning Center. We are excited about the possibilities for our school and community!

Walker Early Learning Center 2014-15

Overview

Plan Name

Walker Early Learning Center 2014-15

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	Classroom Environment	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Instruction	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$2000
3	Student Achievement	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$250
4	Planning & Preparation	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$3610
5	Professional Responsibility	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
6	Kindergarten Readiness	Objectives: 2 Strategies: 5 Activities: 7	Organizational	\$2001
7	Walker Early Learning Center Closing the Gap	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$500

Goal 1: Classroom Environment

Measurable Objective 1:

collaborate to establish a culture for learning with clear expectations in a safe, respectful, supportive environment by 06/30/2014 as measured by student/parent surveys, attendance, discipline referrals, and physical space/classroom procedures analysis using Domain 2 of the Danielson Framework.

Strategy 1:

Classroom Procedures - Teachers and building leadership will establish and enforce clear procedures and expectations to support a productive learning environment.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Framework for Teaching (2011), CHETL, Harry Wong "First Days of School", DOJO

Activity - Establishment of Classroom Procedures/Expectations/Routines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly teach and practice the expectations, procedures, and routines during the opening days of school. Teacher lesson plans will reflect these practices.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Teachers, School Culture Committee, Principal, Guidance Counselor

Activity - Monitoring Classroom Procedures/Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom visits will occur to monitor implementation of clear expectations, procedures, and routines using Domain 2 of the TPGES rubric.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach

Activity - Establishment of Classroom Procedures/Expectations/Routines (Arts/Humanities/Technology)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts/Humanities/Technology teachers will explicitly teach and practice the expectations/procedures, and routines during the opening days of school. Teacher lesson plans will reflect these practices.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Visual Arts/PE/Library Media Specialist/Technology Teacher

Activity - Dojo Behavior Monitoring System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish classroom Dojo behavioral management system to engage, monitor, report to parents, and assess student behavior.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, All Classroom Teachers

Goal 2: Instruction

Measurable Objective 1:

demonstrate a proficiency implementing engaging, congruent instruction responsive to student needs which includes a total program (A&H, PLCS, Writing) and is clearly articulated to students by 06/30/2015 as measured by lesson plans, classroom observations and PLC/team meeting minutes.

Strategy 1:

Student Communication - Teachers will clearly communicate expectations of learning through learning targets, I Can statements, rubrics, and descriptive feedback.

Category:

Research Cited: CHETL, Rick Stiggins, Charlotte Danielson Framework for Teaching (2011)

Activity - Effective Student Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will be visited using Domain 3 of the TPGES rubric to determine clarity of learning expectations for students.	Academic Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teacher Leaders

Strategy 2:

Student Engagement - Teachers will provide engaging instruction to promote active student participation, including using quality questioning techniques and rigorous student-centered activities.

Category:

Research Cited: CHETL, Program Review Rubrics, Danielson Framework

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLC meetings focusing on highly engaging instructional strategies, including use of technology to enhance student learning and engagement.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teacher Leaders

Activity - Monitoring Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be visited or observed using Domain 3 of the TPGES and/or other content area guidelines to gauge level of student engagement, including use of technology and instructional rigor.	Academic Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teacher Leaders

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Activity - Professional Learning Communities (Arts and Humanities)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• HUB lessons will be created and revised to improve student questioning strategies and to promote higher-order thinking skills in all areas of assessed program review	Academic Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	• Program Review Committee , Principal, Curriculum Coach

Activity - Monitoring Student Engagement (Arts and Humanities)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committee will develop lessons and assessments using the SMART Technologies Notebook to monitor student mastery and to promote higher order thinking skills for students.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Program Review Committee, Principal

Activity - Family Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WELC will provide various opportunities for family involvement in activities at the school to engage students and families in learning throughout the year.	Community Engagement	06/01/2014	06/01/2015	\$2000	Title I Part A	Principal and staff

Strategy 3:

Assessment for Learning - Instruction will be modified and refined according to student needs as indicated by assessment data.

Category: Continuous Improvement

Research Cited: Rick Stiggins, Danielson Framework, MAP Testing/PAST/ DIBELS

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLC sessions focused on analyzing formative/summative assessment data in order to adapt/revise instructional strategies.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teacher Leaders, Curriculum Assessment Committee Chairperson

Activity - Monitoring Formative Assessment in Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be visited and observed using Domain 3 of the TPGES to monitor teacher use of formative assessment.	Academic Support Program	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teacher Leaders

Goal 3: Student Achievement

Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency by meeting the benchmark RIT score of 157.7 in English Language Arts by 05/29/2015 as measured by Measures of Academic Progress (MAP).

Strategy 1:

Response to Intervention - Response to Intervention-Interventions(within the classroom and/or through RTI pull-out services) will be planned and administered for students scoring below benchmark in any screening period and/or for students with a RIT Score below 135.

Category: Other - RTI

Research Cited: MAP, Response to Intervention

Activity - Intervention & Instructional Practices Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning (through PLCs and electronically, etc.) on research-based interventions and instruction in reading.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, RTI Coach, Classroom Teachers
Activity - Phonemic Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sounds in Action by: Yvette Zgonc Use activities in the resource book to help build phonemic and phonological awareness	Direct Instruction	06/01/2014	06/01/2015	\$250	Title I Part A	RTI Coach, Classroom Teacher, Principal

Strategy 2:

Assessment - Teachers will administer the PAST assessment and Dibels Next to assess and monitor student growth in phonemic awareness, phonics, and phonological awareness skills.

Category: Early Learning

Research Cited: National Reading Panel Report (5 Components of Reading K-3)

Activity - PAST Assessment and Dibels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Treading Training on PAST Assessment and Dibels Next: Teachers will be trained on administering the PAST Assessment in order to monitor and differentiate instruction for students.	Policy and Process	06/30/2014	06/30/2015	\$0	Other	District Curriculum Specialist, Principal, WCRIT, Reading Coach, Classroom Teachers
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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in using the MAP Assessment Date to focus on differentiating instruction within the classroom to better meet the individual needs of students in targeted areas.	Academic Support Program	06/30/2014	06/01/2015	\$0	General Fund	Principal, Curriculum Coach, Classroom Teachers

Measurable Objective 2:

80% of Kindergarten grade students will demonstrate a proficiency by meeting the benchmark RIT score of 159 in Mathematics by 05/29/2015 as measured by Measures of Academic Progress (MAP) Math Assessment.

Strategy 1:

Smart Response Assessments (Math) - Teachers will create (formative and summative) assessments aligned with the Kindergarten Common Core using the Smart Response Clicker system that measure student growth. Summative assessments will be created for the ending of each quarter.

Category:

Research Cited: NY Math Document

Activity - Teacher Created Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create assessments (formative and summative) that are aligned to the Kentucky Common Core (Kindergarten)	Technology	08/07/2013	06/30/2014	\$0	No Funding Required	Principal, Curriculum Coach, Technology Specialist, Teachers

Goal 4: Planning & Preparation

Measurable Objective 1:

collaborate to plan and prepare instruction and assessments that are designed with knowledge of both content/pedagogy and student needs, skills, and interests by 06/01/2015 as measured by CIITS entries, lesson plans, unit plans, common assessments, and PLC minutes.

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Strategy 1:

Knowledge of Students - Teachers will use multiple sources of information to develop and design instruction.

Category:

Research Cited: Charlotte Danielson Framework for Teaching, CHETL,

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC meetings will take place frequently for the purpose of analyzing data and student information to inform planning and preparation	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Curriculum Coach, Curriculum and Assessment Committee Chairperson, Teachers
Activity - Brigance Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened one week prior to or within the first 30 days for Kindergarten readiness to identify individual student strengths and weaknesses.	Policy and Process	06/01/2014	06/01/2015	\$0	State Funds	Director of Instruction, Principal, Classroom Teachers
Activity - KYECS (3-4) KYCC(K)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten instructors will meet and collaborate in planning to close the achievement gap between the two age groups.	Professional Learning	06/01/2014	06/01/2015	\$1	District Funding	Principal, Curriculum Coach, Special Ed. Teachers, Special Area Teachers, Reg. Classroom Teachers

Strategy 2:

Designing Student Assessment - Teachers will collaborate to design/refine assessments (formative and summative) that are congruent to instructional learning targets.

Category: Early Learning

Research Cited: Rick Stiggins, CHETL, Charlotte Danielson's Framework for Teaching (2011), New York Math Document

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC meetings will take place frequently and will be given for the purpose of designing and refining formative & summative assessment plans for all units of instruction.(Wednesday PLC meetings)	Professional Learning	06/01/2014	06/01/2015	\$0	Title I Part A	Principal, Curriculum Coach, Teacher Leaders

Activity - Designing End of Unit Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD provided to design end of unit math assessments. Created 10 assessments to be given at the end of each unit.	Direct Instruction	06/01/2014	06/01/2015	\$1	Title I Schoolwide	Principal, Curriculum Coach, Classroom Teachers

Strategy 3:

Design Congruent Instruction - Teachers will design/refine instructional strategies and lesson plans that are congruent to content standards.

Category: Continuous Improvement

Research Cited: CHETL, Charlotte Danielson Framework for Teaching (2011), Literacy Design Collaborative (LDC), NCTM & National Research Council (Mathematical Practices), National Reading Panel Report

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum (Instruction, Assessment, Scheduling) committee will identify and align Mathematical Practices with in the New York Math Document that are relevant to each lesson and design instruction to effectively engage students with the practices.	Professional Learning	06/01/2014	06/01/2015	\$3107	Title I Part A	Principal, Curriculum Coach, Teachers

Activity - Reading Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLC's in designing and implementing sequential Reading instruction in accordance with The National Reading Panel's 5 Components of Reading within the Elementary Classroom (Preschool-3rd Grade)	Direct Instruction	06/01/2014	06/01/2015	\$1	Title I Part A	Reading Committee, Principal, District Curriculum Director, Curriculum Coach, Classroom Teachers

Strategy 4:

Total School Program - Teachers will receive job-embedded professional development on all program review components in order to effectively integrate each area into their unit/lesson plans. (Writing, PLCS, and Arts & Humanities)

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Category:

Research Cited: KDE Program Review Rubrics, Literacy Design Collaborative

Activity - Internal Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• The Program Review Committee will meet to ensure that guidelines of the five areas of program review (Writing, A/H, PLCS, WL, and K-3 Primary) are being addressed through	Policy and Process	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, SBDMC, Program Review Committee

Activity - Program Review Area PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KyAEA (Kentucky Art Education Association) Conference -	Professional Learning	06/01/2014	06/01/2015	\$500	Title I Part A	Professional Development Committee, Curriculum Coach, Teacher Leaders

Goal 5: Professional Responsibility

Measurable Objective 1:

demonstrate a behavior consistent with a growth mindset and collaborate with others to positively impact student learning by 06/01/2014 as measured by PLC minutes, committee minutes, professional trainings, parent/teacher communications, professional growth plans, teacher surveys, pre/post observation conferences.

Strategy 1:

Growing and Developing Professionally - Teachers will initiate and participate in professional learning to improve & refine teaching proficiency and fulfill professional responsibilities.

Category:

Research Cited: CHETL, Charlotte Danielson Framework for Teaching (2011), PD 360

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and communicate a PGP growth goal and communicate thru CIITS to principal. TPGES (2014)	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Teachers,

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will share ideas, information, feedback and instructional strategies with colleagues to enhance content knowledge and pedagogical skill.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Teacher Leaders, Teachers
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Activity - PLC Arts/Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• In an ongoing effort, members of the Program Review Committee will meet to review unit plans as well as lesson components to ensure that learning targets are met according to age-appropriate standards as well as program review guidelines. The PLC/program review committee members will collaborate in order to improve program improvement in all areas assessed by program review.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Professional Learning Committee

Strategy 2:

Professional Communication - Teachers will work with leaders, colleagues, parents, and students using a variety of two-way communications for the purpose of continuous improvement.

Category:

Research Cited: Charlotte Danielson Framework for Teaching (2011), CHETL

Activity - Two-Way Communication: Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively employ multiple venues of two-way communication with parents regarding progress, expectations, opportunities and concerns relating to student well-being and academic achievement (including RTI).	Parent Involvement	06/01/2014	06/01/2015	\$0	No Funding Required	Teachers, RTI Teachers

Activity - Two-Way Communication: Professional Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ multiple venues of two-way communication with leaders, colleagues, community stakeholders and others.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Teachers, Principal, Community Leaders, Colleagues

Strategy 3:

Teachers will create PGP (Professional Growth Plan) in CIITS. - Growing and Developing Professionally-Teachers will enter PGP into the CIITS system.

Category: Continuous Improvement

Research Cited: CIITS

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Consultant from the Southeast Southcentral COOP will provide professional assistance in entering the PGP into the CIITS system.	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Teachers, Southeast Southcentral COOP Specialist
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Goal 6: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the Kindergarten Readiness Rate from 49% to 64.1% by 08/31/2015 as measured by the BRIGANCE Kindergarten Screener.

Strategy 1:

Training - All Preschool staff at Walker Early Learning Center will receive training on administering the BRIGANCE Kindergarten Screener. Staff will also be trained on how to use the resources provided on the Brigance web site on Physical Development, Language Development, Literacy, Mathematics, and Self-help & Social-Emotional Skills.

Category:

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Training	Professional Learning	06/01/2014	06/01/2015	\$0	No Funding Required	Principal, Kindergarten and Prescool RTI Teachers

Strategy 2:

Child Find - Walker Early Learning Center will collaborate with local community organizations to locate children that may be eligible for Preschool services for 3 and 4 year old students.

Category:

Activity - Child Plus Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walker Early Learning Center will collaborate with local health and other community service providers to educate and recruit children on the many educational and health services provided in the community.	Community Engagement	06/01/2014	06/01/2015	\$1000	Other	Principal, Preschool Staff

Strategy 3:

Curriculum Development - Walker Early Learning Center staff will work to align the Preschool and Kindergarten curriculum to make sure there is a vertical alignment to the Kindergarten readiness standards.

Category:

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Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten staff will organized into a PLC with the task of aligning the curriculum documents of preschool and kindergarten ELA and Math.	Academic Support Program	06/01/2014	06/01/2015	\$500	Title I Part A	Principal, RTI Teachers, and curriculum committee.

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Wayne County District Reading Improvement Team (WCDRIT)(K-3) collaborating and align construction that is reflective of the 5 Components of Reading that National Reading Panel Report indicates must be addressed in K13 in order to be a fluent reader by the end of 3rd Grade.	Direct Instruction	10/01/2014	06/30/2015	\$0	Title I Part A	District Curriculum Specialist, Principal, Reading Coach, WELC Reading Committee Members, Classroom Teachers

Strategy 4:

Summer Bridging - In order to help minimize the "summer slide" when students transition from Preschool to Kindergarten, Walker Early Learning Center will provide a packet of age appropriate activities that parents/guardians can utilize over the summer.

Category:

Activity - Summer packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build student summer packets.	Parent Involvement	06/01/2014	06/01/2015	\$500	Other	Principal, RTI Teacher, Preschool Teachers

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the Wayne County Public Library to provide dates and times for summer reading program at the Library.	Community Engagement	06/01/2014	06/01/2015	\$0	No Funding Required	Principal and RTI Teacher

Measurable Objective 2:

collaborate to increase Kindergarten readiness within the community by 06/30/2015 as measured by The Brigance Screener will be given prior to entering Pre-School and prior to entering Kindergarten..

Strategy 1:

Wayne County Imagination Library - Children (ages birth to 4) in Wayne County will receive a book as a goal to reinforce the importance of Reading at home to families prior to entering school.

Category: Early Learning

Activity - Wayne County Imagination Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through partnerships with The Dolly Parton Imagination Reading Foundation, Wayne County Health Department, Wayne County Public Library, local businesses, and school funding, children ages birth thru 4 will receive a book to be shared and read at home. This is to help parents see the importance of Reading at home prior to children entering a school setting.	Parent Involvement	06/30/2014	06/01/2015	\$1	Other	Superintendent, Principal, School Staff

Goal 7: Walker Early Learning Center Closing the Gap

Measurable Objective 1:

collaborate to increase the Math RIT score from 137 to 150 by 05/01/2015 as measured by on the MAP Assessment.

Strategy 1:

Progress Monitoring - Monitor student progress toward proficiency using results from unit assessments, MAP skills checklist , Aims Web, midterm and 9 weeks skills checklists.

Category: Continuous Improvement

Activity - Aims Web	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Aims Web to track progress of gap students	Policy and Process	10/01/2014	05/29/2015	\$500	Title I Part A	Principal, Curriculum Coach, and teachers

Strategy 2:

Learning Continuum - Teachers will utilize the Continuum of Learning Resource from MAP to group students and meet their individual learning needs.

Category: Continuous Improvement

Activity - Class Breakdown Report Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to use the MAP Breakdown Report to "drill down" to student needs. They will be able to determine from the MAP RIT score what standards, skills and concepts students are progressing in.	Direct Instruction	10/01/2014	12/19/2014	\$0	No Funding Required	Principal, Curriculum Coach, and Teachers

Strategy 3:

Professional Learning Communities - Teachers will use the PLC protocols to analyze student data, share ideas regarding instructional and assessment practices to enhance student learning.

Category: Professional Learning & Support

Activity - Team PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities	Professional Learning	10/01/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coach, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dojo Behavior Monitoring Sytem	Establish classroom Dojo behavioral management system to engage, monitor, report to parents, and assess student behavior.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	Principal, All Classroom Teachers
PLC Arts/Humanities	• In an ongoing effort, members of the Program Review Committee will meet to review unit plans as well as lesson components to ensure that learning targets are met according to age-appropriate standards as well as program review guidelines. The PLC/program review committee members will collaborate in order to improve program improvement in all areas assessed by program review.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Professional Learning Committee
Two-Way Communication:Student Progress	Teachers will actively employ multiple venues of two-way communication with parents regarding progress, expectations, oportunites and concerns relating to student well-being and academic achievement (including RTI).	Parent Involvement	06/01/2014	06/01/2015	\$0	Teachers, RTI Teachers
Intervention & Instructional Practices Professional Learning	Teachers will participate in professional learning (through PLCs and electronically, etc.) on research-based interventions and instruction in reading.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, RTI Coach, Classroom Teachers
Professional Learning Communities	Teachers will participate in PLC meetings focusing on highly engaging instructional strategies, including use of technology to enhance student learning and engagement.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders
Internal Program Reviews	• The Program Review Committee will meet to ensure that guidelines of the five areas of program review (Writing, A/H, PLCS, WL, and K-3 Primary) are being addressed through	Policy and Process	06/01/2014	06/01/2015	\$0	Principal. SBDMC, Program Review Committee
Class Breadown Report Training	Teachers will be trained to use the MAP Breakdown Report to "drill down" to student needs. They will be able to determine from the MAP RIT score what standards, skills and concepts students are progressing in.	Direct Instruction	10/01/2014	12/19/2014	\$0	Principal, Curriculum Coach, and Teachers
Monitoring Student Engagement (Arts and Humanities)	Program Review Committee will develop lessons and assessments using the SMART Technologies Notebook to monitor student mastery and to promote higher order thinking skills for students.	Professional Learning	06/01/2014	06/01/2015	\$0	Program Review Committee, Principal

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Walker Early Learning Center

Monitoring Formative Assessment in Instruction	All classrooms will be visited and observed using Domain 3 of the TPGES to monitor teacher use of formative assessment.	Academic Support Program	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders
PLCs	Teachers will share ideas, information, feedback and instructional strategies with colleagues to enhance content knowledge and pedagogical skill.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Teacher Leaders, Teachers
Establishment of Classroom Procedures/Expectations/Routines (Arts/Humanities/Technology)	Arts/Humanities/Technology teachers will explicitly teach and practice the expectations/procedures, and routines during the opening days of school. Teacher lesson plans will reflect these practices.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	Visual Arts/PE/Library Media Specialist/Technology Teacher
Monitoring Classroom Procedures/Expectations	Classroom visits will occur to monitor implementation of clear expectations, procedures, and routines using Domain 2 of the TPGES rubric.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach
Professional Growth Plan	Teachers will collaborate and communicate a PGP growth goal and communicate thru CIITS to principal. TPGES (2014)	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Teachers,
Monitoring Student Engagement	All classrooms will be visited or observed using Domain 3 of the TPGES and/or other content area guidelines to gauge level of student engagement, including use of technology and instructional rigor.	Academic Support Program	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders
Team PLC	Professional Learning Communities	Professional Learning	10/01/2014	05/29/2015	\$0	Principal, Curriculum Coach, Teachers
Establishment of Classroom Procedures/Expectations/Routines	Teachers will explicitly teach and practice the expectations, procedures, and routines during the opening days of school. Teacher lesson plans will reflect these practices.	Behavioral Support Program	06/01/2014	06/01/2015	\$0	Teachers, School Culture Committee, Principal, Guidance Counselor
Training	Consultant from the Southeast Southcentral COOP will provide professional assistance in entering the PGP into the CIITS system.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Teachers, Southeast Southcentral COOP Specialist
PD	Staff Training	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Kindergarten and Prescool RTI Teachers

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Walker Early Learning Center

Summer Reading Program	Collaborate with the Wayne County Public Library to provide dates and times for summer reading program at the Library.	Community Engagement	06/01/2014	06/01/2015	\$0	Principal and RTI Teacher
Two-Way Communication: Professional Collaboration	Teachers will employ multiple venues of two-way communication with leaders, colleagues, community stakeholders and others.	Professional Learning	06/01/2014	06/01/2015	\$0	Teachers, Principal, Community Leaders, Colleagues
Effective Student Communication	Classrooms will be visited using Domain 3 of the TPGES rubric to determine clarity of learning expectations for students.	Academic Support Program	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders
Teacher Created Assessments	Teachers will collaborate to create assessments (formative and summative) that are aligned to the Kentucky Common Core (Kindergarten)	Technology	08/07/2013	06/30/2014	\$0	Principal, Curriculum Coach, Technology Specialist, Teachers
Professional Learning Communities	PLC meetings will take place frequently for the purpose of analyzing data and student information to inform planning and preparation	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Curriculum and Assessment Committee Chairperson, Teachers
Professional Learning Communities (Arts and Humanities)	• HUB lessons will be created and revised to improve student questioning strategies and to promote higher-order thinking skills in all areas of assessed program review	Academic Support Program	06/01/2014	06/01/2015	\$0	• Program Review Committee , Principal, Curriculum Coach
Professional Learning Communities	Teachers will participate in PLC sessions focused on analyzing formative/summative assessment data in order to adapt/revise instructional strategies.	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders, Curriculum Assessment Committee Chairperson
Total					\$0	

Other

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

Walker Early Learning Center

PAST Assessment and Dibels	Trading Training on PAST Assessment and Dibels Next: Teachers will be trained on administering the PAST Assessment in order to monitor and differentiate instruction for students.	Policy and Process	06/30/2014	06/30/2015	\$0	District Curriculum Specialist, Principal, WCRIT, Reading Coach, Classroom Teachers
Child Plus Fair	Walker Early Learning Center will collaborate with local health and other community service providers to educate and recruit children on the many educational and health services provided in the community.	Community Engagement	06/01/2014	06/01/2015	\$1000	Principal, Preschool Staff
Wayne County Imagination Library	Through partnerships with The Dolly Parton Imagination Reading Foundation, Wayne County Health Department, Wayne County Public Library, local businesses, and school funding, children ages birth thru 4 will receive a book to be shared and read at home. This is to help parents see the importance of Reading at home prior to children entering a school setting.	Parent Involvement	06/30/2014	06/01/2015	\$1	Superintendent, Principal, School Staff
Summer packets	Build student summer packets.	Parent Involvement	06/01/2014	06/01/2015	\$500	Principal, RTI Teacher, Preschool Teachers
Total					\$1501	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aims Web	Use Aims Web to track progress of gap students	Policy and Process	10/01/2014	05/29/2015	\$500	Principal, Curriculum Coach, and teachers
Reading	The Wayne County District Reading Improvement Team (WCDRIT)(K-3) collaborating and align construction that is reflective of the 5 Components of Reading that National Reading Panel Report indicates must be addressed in K13 in order to be a fluent reader by the end of 3rd Grade.	Direct Instruction	10/01/2014	06/30/2015	\$0	District Curriculum Specialist, Principal, Reading Coach, WELC Reading Committee Members, Classroom Teachers
Family Involvement	WELC will provide various opportunities for family involvement in activities at the school to engage students and families in learning throughout the year.	Community Engagement	06/01/2014	06/01/2015	\$2000	Principal and staff

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Program Review Area PD	KyAEA (Kentucky Art Education Association) Conference -	Professional Learning	06/01/2014	06/01/2015	\$500	Professional Development Committee, Curriculum Coach, Teacher Leaders
Phonemic Awareness	Sounds in Action by: Yvette Zgonc Use activities in the resource book to help build phonemic and phonological awareness	Direct Instruction	06/01/2014	06/01/2015	\$250	RTI Coach, Classroom Teacher, Principal
Reading Practices	Teachers will collaborate in PLC's in designing and implementing sequential Reading instruction in accordance with The National Reading Panel's 5 Components of Reading within the Elementary Classroom (Preschool-3rd Grade)	Direct Instruction	06/01/2014	06/01/2015	\$1	Reading Committee, Principal, District Curriculum Director, Curriculum Coach, Classroom Teachers
Mathematical Practices	Curriculum (Instruction, Assessment, Scheduling) committee will identify and align Mathematical Practices with in the New York Math Document that are relevant to each lesson and design instruction to effectively engage students with the practices.	Professional Learning	06/01/2014	06/01/2015	\$3107	Principal, Curriculum Coach, Teachers
PLC's	Preschool and Kindergarten staff will organized into a PLC with the task of aligning the curriculum documents of preschool and kindergarten ELA and Math.	Academic Support Program	06/01/2014	06/01/2015	\$500	Principal, RTI Teachers, and curriculum committee.
Professional Learning Communities	PLC meetings will take place frequently and will be given for the purpose of designing and refining formative & summative assessment plans for all units of instruction.(Wednesday PLC meetings)	Professional Learning	06/01/2014	06/01/2015	\$0	Principal, Curriculum Coach, Teacher Leaders
Total					\$6858	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Walker Early Learning Center

KYECS (3-4) KYCC(K)	Preschool and Kindergarten instructors will meet and collaborate in planning to close the achievement gap between the two age groups.	Professional Learning	06/01/2014	06/01/2015	\$1	Principal, Curriculum Coach, Special Ed. Teachers, Special Area Teachers, Reg. Classroom Teachers
Total					\$1	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Assessment	Teachers will be trained in using the MAP Assessment Date to focus on differentiating instruction within the classroom to better meet the individual needs of students in targeted areas.	Academic Support Program	06/30/2014	06/01/2015	\$0	Principal, Curriculum Coach, Classroom Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Kindergarten Screener	All Kindergarten students will be screened one week prior to or within the first 30 days for Kindergarten readiness to identify individual student strengths and weaknesses.	Policy and Process	06/01/2014	06/01/2015	\$0	Director of Instruction, Principal, Classroom Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Designing End of Unit Math Assessments	PD provided to design end of unit math assessments. Created 10 assessments to be given at the end of each unit.	Direct Instruction	06/01/2014	06/01/2015	\$1	Principal, Curriculum Coach, Classroom Teachers
Total					\$1	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Walker Early Learning Center serves PK-K students. We set the foundation for the students educational career. We look at Kindergarten Readiness rates. What do they come to school knowing in Preschool? What do they know returning for their Kindergarten year? Are there any trends from areas of the community? What are the reasons for the "summer slide" ? How can we better serve and assist families?

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?

Our learning environment is a definite strength. Parent and staff surveys reveal that our staff is a caring and a good place for their children to "Learn and Grow". Our vision statement sets the tone for our mission "Building the Foundation for Success" and we strive to ensure that every student has a solid foundation for future success in the Wayne County School System.

Opportunities for Improvement

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

Our Kindergarten Readiness rate is in need of improvement. We are working with community organizations trying to reach children sooner with a literacy initiative. We are working to try to change our communities attitudes towards Early Childhood Education. In addition as a district we have agreed to make Reading a priority. We have a reading leadership team that meets regularly with other schools in the district to work on reading curriculum. This team in turn shares that information with the rest of the school staff in regular scheduled PLC meetings.

Conclusion

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

Early reading skills, early math skills, and the social emotional needs of our children is our major concern. Our next steps are to continue with an emphasizes in these areas in and out of the school.

The Missing Piece

Introduction

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

Stakeholders

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

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

Johnny Chaplin, Principal

Micah Hicks, SBDM Teacher

Becky Lewis, SBDM Teacher

Pam Campbell, SBDM Parent

Steven Guinn, SBDM Parent

Angela Ballinger, RTI Teacher

Kim Lasley, FRC Coordinator

Tonya Marcum, Arts and Humanities Teacher

Relationship Building

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

Overall Rating: 2.71

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

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

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

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

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

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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 2.57

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

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

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

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

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

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

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	Statement or Question	Response	Rating
7.	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

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

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

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

Overall Rating: 2.83

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

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

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

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

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

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

Community Partnerships

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

Overall Rating: 2.5

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

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

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

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

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

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

Reflection

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

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

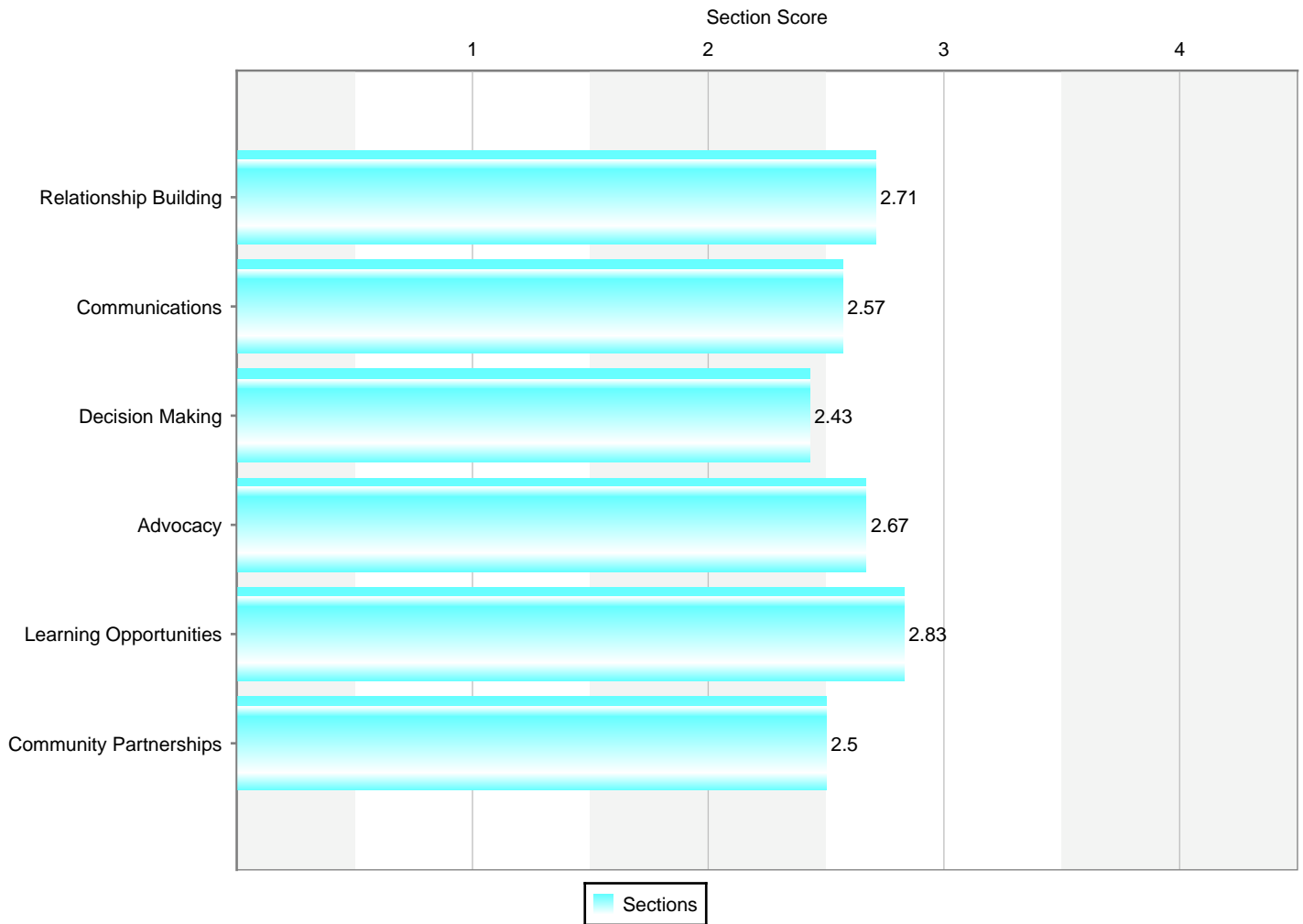
Relationship building is an area of strength.

Learning Opportunities and Community Partnerships are areas in need of improvement.

We are undertaking a collaboration project with local agencies to improve the early literacy levels of our students utilizing the Imagination Library to provide age appropriate books to preschool children. We are also working with the FRC to implement a series of parent trainings and activities.

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.

Stakeholders were placed on 4 committees; Curriculum and Planning, Assessment; CSIP, and Program Review. Stakeholders had a voice compiling information in the development of the total School Improvement Plan.

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

Each of the committees had a task to complete that dealt with their area of emphasis. They then submitted their work to the planning committee to organize the information. The SBDM was updated at their monthly meetings as to the progress of the plan.

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

Walker Early Learning Center conducts weekly staff meetings to work on various activities, including the CSIP and were provided opportunities through committee work and PLC discussion to provide input on the plan. The SBDM is involved in the decision making of the plan via the committees they serve on and in the monthly SBDM meetings. All parents have access to the plan via the school's web site.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The team reviewed all the data available when deciding upon the goals, activities and strategies for the plan. Data included the TELL survey, Kindergarten Readiness, Monticello Elementary KPREP scores, attendance data, NWEA MAP Assessments, and parent surveys.	

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	Walker Early Learning Center includes Preschool and Kindergarten students only. This is the second year of this configuration and we noticed a significant difference in the transition from Preschool to Kindergarten because of their familiarity with the building and staff.	

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

KDE Comprehensive School Improvement Plan

Walker Early Learning Center

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		

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		

KDE Comprehensive School Improvement Plan

Walker Early Learning Center

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

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.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

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		

KDE Comprehensive School Improvement Plan

Walker Early Learning Center

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a Targeted Assistance School. We are a SWP Title I school.	

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

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

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

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

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		

KDE Comprehensive School Improvement Plan

Walker Early Learning Center

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

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

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.	No	We are a SWP, however, all para-educators are under the direct supervision of highly qualified teachers.	

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

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	No	We are a SWP, however, all para-educators are assigned extra duties on a limited basis only.	

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		