KDE Comprehensive School

Improvement Plan

River Ridge Elementary School

Kenton 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?

River Ridge is the largest of the eleven elementary schools in the Kenton County School District. We have approximately 1040 students in preschool through grade 5 and 120 staff members. Students from Villa Hills, Crescent Springs, Erlanger, Park Hills, Ft. Mitchell, Lakeside Park, and Bromley attend River Ridge. The percentage of students qualifying for free or reduced lunch at River Ridge is approximately 50% which qualifies the school as a school wide Title One School. We have approximately 100 EL (English Learner) students and 18 languages spoken. The regional Northern Kentucky Deaf unit is house at River Ridge. We have approximately 35 students who have been formally identified as gifted in the area of General Intellect and qualify for our district's ASCENT program. At River Ridge we currently have 12 of our 5th grade students who qualified for our district's PREP PLUS program in math. These students have the opportunity to take advanced math from our middle school. We have a very diverse population with high expectations and high levels of support for all students.

School's Purpose

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

Our mission statement at River Ridge Elementary is "We build the foundation for lifelong learners and productive citizens."

Our Belief Statements are:

We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed.

We believe each student is important and value the relationship we build with each student.

We believe that all children can learn to accept responsibility for their academic progress and their own actions.

We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met.

We believe effort creates ability.

At RRE, we are a PBIS school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways.

We have a comprehensive instructional program offering a variety of student instructional needs during the day including a differentiated core instructional block. Teachers and students have access to the following programs: Compass Learning, Fastt Math, Read Naturally, Accelerated Reader, Ed Mark Reading, Orton Gillingham, SBDM Literacy Plan, and a SBDM Math Model. Through our Tier II RTI block of instruction we have Title reading intervention groups using programs such as Soar to Success, Orton Gillingham, Read Naturally, etc. Additionally, we offer math intervention groups to students in need using Dreambox and Do the Math programs.

We offer many ways to make a meaningful connection with students beyond the classroom through activities and clubs such as: Strings, STLP, Newsteam, Academic Team, GYM Time, Lego League, Art Club, Basketball, Student Council, 5th Grade Jobs, EWise, Book Club, and Coding Club.

Notable Achievements and Areas of Improvement

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

Our KPREP percentile ranking for the past six years are as follows: 2009-82nd percentile, 2010-75th percentile, 2011-79th percentile, 2012-98th percentile, 2013-77th percentile, and 2014- 89th percentile. In the 2011-12 school year, we received a classification of a Distinguished/ School of Distinction. We were a Proficient school in the 2012-13 school year. During the 2013-14 school year River Ridge was classified as a Proficient/Progressing school with an overall score of 75.0. Our overall score the year before was a 70.4 with 4.6 gain. Our achievement increased from 82.8 to 86.1. Our growth increased from 60.7 to 63.5. In the area of Gap, we improved from a 51.4 to 54.3. Our KPREP Combined Proficiency results improved from a 58.8% to a 62.2%. In the area of math, our disability gap group improved from a 16.1% to a 23.6%. In our EL gap group, we improved in the area of reading from 23.7% of students scoring proficient and distinguished to 34.6%. Some specific areas of focus for us are: 1. Increase the number of overall students showing growth: 4th Grade Reading- 57% of our students made growth. 4th Grade Math- 59% of our students made growth. 5th Grade Reading- 64% of our students made growth. 5th Grade Math- 74% of our students made growth. 2. Improving our fidelity of indentified power strategies/instructional strategies that we know yield results. 3. Improving our writing scores. 4. Intentional focus of instructional delivery and programming through triangulation of data for all students.
River Ridge has 13 National Board Certified teachers. Our academic team is always very competitive in district and regional competitions. During the 2013-14 school year we won the Kenton County District Challenge. Our STLP team just recently qualified for the state competition in March. Our Math On Line League teams in grades 2-5 have placed either 1st or 2nd in the state of Kentucky and in the top 20 in the nation.

Additional Information

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

River Ridge takes great pride in making school meaningful and memorable. Our instructional practices allow for consistency among all grade levels and with all students. Expectations are high for staff and students, yet motivating through a lot of academic goal setting and celebrating with success and growth. River Ridge has very involved parents and a wonderful PTO. Our PTO hold an annual Fall Festival, our second annual Walk-A-Thon, and many other fun events for our students and families as a way to raise funds for our school. Our school partners with HealthPoint to house a school based health clinic. The clinic is open to all students in Kenton County School District. A nurse practitioner is in the building two days during the school week to see patients. Our Family Resource Center Coordinator helps in working with our diverse population and reducing barriers to learning in many ways, specifically with the programs such as All Pro Dads, Born Learning, ABC Parenting Class.

2014-15 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2014-15 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$4000
2	Tell Survey Collaboration	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$15000
3	Program Reviews (Elementary)	Objectives: 3 Strategies: 3 Activities: 3	Organizational	$1500
4	KPREP Proficiency	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$225809
5	Proficiency in Reading and Math 3rd Grade KPREP	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$0
6	GAP Groups	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$10000
7	Next Generation Professionals	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of chidren ready (ready with enrichments and ready) for Kindergarten from 45% in 2014 to 50% by 10/01/2015 as measured by Brigance.

Strategy 1:

Kindergarten Jumpstart - Kindgergarten Jumpstart will help acclimate our students with skills that they will need for Kindergarten.

Category: Continuous Improvement

Activity - Kindergarten Jumpstart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with Kindergarten teachers, we will design and implement instructional activities for our incoming students as a way to help transition our students to the expectations of Kindergarten.	Academic Support Program	07/30/2015	08/03/2015	$3000	State Funds, Title I Part A	Principals, Kindergarten Teachers, and Assistants

Activity - Parent Instructional Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hold a parent meeting in May before students enter Kindergarten. The purpose of this evening is to inform parents of the instructional expectations of Kindergarten as well as ways parents can support these expectations at home.	Parent Involvement	05/18/2015	05/18/2015	$0	No Funding Required	Principals, Kindergarten Staff

Strategy 2:

Differentiation with Preschool Students - Preschool teachers will work together to flexibly group students who have Kindergarten readiness skills for instruction during

small group instructional time. Lesson plans will intentionally show differentiation.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Flexible Grouping in Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will use data to flexibly group students who have Kindergarten readiness skills to recieve differentiated instruction.	Academic Support Program	01/05/2015	05/29/2015	$0	No Funding Required	Principals, preschool teachers, and instructional assistants

Strategy 3:

ABC's for Parents - To increase family involvement and assist them in preparing students to transition into the instructional expectations of school.

Category: Early Learning

Activity - ABC's for Parenting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement	09/08/2014	01/05/2015	$1000	FRYSC, State Funds, Title I Part A	Principals, FRC Coordinator

Goal 2: Tell Survey Collaboration

Measurable Objective 1:

collaborate to have sufficient access to instructional technology, including computers, printers, software, and internet access from 55% in 2013 to 75%   by 05/22/2015 as measured by 2015 Tell Survey Results.

Strategy 1:

Increase instructional technology and professional development of instructional technology - We will work to increase the amount and quality of technology in our

building along with the necessary professional development for the instructional technology.

Category: Continuous Improvement

Activity - Increase and Improve Technology/PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Continue to Inventory computers in building and replace oldest units. 2. Continue to provide smartboards for student and teachers. 3. Continue to provide ongoing training for teachers using smartboards. 4. Continue to purchase ipads for students and teachers. 5. Continue to provide ongoing training for teachers using ipads. 6. Recieved ipad grant with a cart of 30 ipads. 7. Purchased new copy machines that are networked. 8. Classrooms have laser printers.	Technology	08/13/2014	05/22/2015	$15000	State Funds	Principals and Teachers

Goal 3: Program Reviews (Elementary)

Measurable Objective 1:

collaborate to increase our school Practical Living/Career Studies average overall scores of 9.4 in 2014 to 10 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy 1:

Curriculum Crosswalk - Based on a review of our Practical Living/Career Studies curriculum conducted by teachers and principals last year, we now have a Practical

Living special area class. This teacher is covering all components of the Practical Living/Career Studies curriculum.

Category: Continuous Improvement

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Program Review committee will monitor the implementation of PL/CS Standards through this new special area class offered to all grade levels.	Academic Support Program	08/13/2014	05/22/2015	$1500	State Funds	Principals, Program Review Committee, Practical Living teacher

Measurable Objective 2:

collaborate to increase our school Writing average overall scores of 9.8 in 2014 to 10 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy 1:

Writing Instructional Practices - Teachers are looking at their daily/weekly plans to ensure they have devoted enough instructional time for writing. We recognize the need to improve the writing instruction through consistent use of strategies (1.4, 2.6, 3.8, paragraphs, CAT paragraph, Writer's Reference Card, etc.) during instruction. Additionally, each classroom/grade level needs to be consistent in the use of our new resources (Write Steps and Shurley Grammar) to support writing standards. Job embedded professional development from district consultants as well as use of resource (Writing Common Core) to support writing standards and instruction. Our curriculum committee will continue to keep this writing focus on the agenda. We are currently looking at adding the use of learning logs in the content areas to our SBDM literacy plan. We have also revised our assessment policy to include more on demand assessments.

Category: Continuous Improvement

Activity - Writer's Reference Card Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive information on how to implement a consistent strategy to help students tackle the prompt in a timed setting using the writer's reference card strategy.	Professional Learning	08/12/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, District Staff

Measurable Objective 3:

collaborate to increase our school Arts and Humanities average overall scores of 7.6 in 2014 to 8.0 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy 1:

Increased Awareness of Arts & Humanities Program Review Rubric - We will continue to provide more background information on the overall program review process and rubrics to measure these programs. We will reflect on the evidence and rationales collected from last year to pinpoint areas of need.

Category: Continuous Improvement

Activity - Arts & Humanities Collection Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers on the Program Review Committee have been trained to have a better understanding of the scoring guide/rubric in the area of Arts & Humanities. This information was then shared with the rest of the grade levels who do not serve on this committee. This information has helped everyone have a better knowledge base of this structure, knowing how to plan, and maintain ongoing evidence for the collection process. We will review and reflect on last year's evidence and rationales to know what specifically needs to be addressed for improvement in the area of Arts and Humanities.	Policy and Process	09/08/2014	05/22/2015	$0	No Funding Required	Principals and Teachers

Goal 4: KPREP Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 62.2% in 2014 to 73.5% by 10/01/2015 as measured by school report card delilvery targets.

Strategy 1:

Administration of MAP Assessment - All students take the MAP Assessment- Measures of Academic Progress assessment, which measures growth in the areas of

Math, Reading, and Language Arts.   All students take this assessment three times each year.

Category: Continuous Improvement

Activity - Flexible Grouping/Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through triangulation of data, including MAP data, teachers will flexibly group students for differentiated core instruction as well as instruction during the RTI block.	Direct Instruction	08/13/2014	05/22/2015	$182907	Title I Part A	Principals, Teachers, Title I teachers, Counselors, Psychologist

Activity - Ongoing Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Analysis: Data is analyzed to guide instruction during Professional Learning Community meetings. School level data for MAP for each grade and class is shared, as well as district data. Teachers document if students have met the MAP goal, as well is if percentile growth was made. Watch lists (below 50th percentile in Reading and below 25th percentile in Math) are created to help drive core instructional needs as well as RTI needs. A watch list for students scoring above the 90th percentile in reading and math is also created to drive core instructional needs as well as RTI needs.	Professional Learning	08/13/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, Counselors, Psychologists

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a building inventory of our computers, we are working to replace our older units (260's, 270's, etc.) in classrooms and both computer labs. The new computers will help to support differentiated instruction through allowing students to access the network programs we have as well as web based programs. We will also continue to purchase more ipads for teachers and student use. The use of these ipads help with differentiated instruction and student engagement.	Technology	08/13/2014	05/22/2015	$19902	Title I Part A	Principals, Teachers

Activity - Additional Team Planning Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive an additional team planning day to work on the work. This day will serve as an implementation and impact check for the goals, objectives, and strategies in our CSIP. We will review instructional plans and student data.	Professional Learning	03/02/2015	05/22/2015	$15000	Title I Part A	Principals and Teachers

Activity - Resources and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ongoing data review, student data, and professional learning, we will make decisions on additional needed resources for our teachers and students. Additionally, we will provide needed professional development for staff as well as send staff to needed professional development trainings.	Other	10/14/2014	05/22/2015	$8000	Title I Part A	Principals and Teachers

Strategy 2:

Fidelity of Power Strategies - Through data review, we realize we need to be consistent in implementation and fidelity of our power strategies/instructional practices that are already a part of our SBDM Instructional Practices Policy. These specific strategies are: Live Scoring, Protocol for Administering Common Assessments-Use of Wrong Answer Analysis, Use of Flashbacks and using the data to drive instructional needs, Goal Setting, and Alignment of Standard-Learner Target-Learning Experience- and Formative Assessment. We will provide additional necessary training for teachers. These areas will be of focus when in classrooms.

Category: Continuous Improvement

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Walks, Lesson Plan reviews, faculty meeting with vertical teaming, PLCs and student work analysis will be used to ensure that programs, strategies and expectations are followed and implemented with fidelity.	Academic Support Program	08/12/2014	05/22/2015	$0	No Funding Required	Principals, teachers, instructional staff

Goal 5: Proficiency in Reading and Math 3rd Grade KPREP

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and distinguished in 3rd grade Reading on KPREP from 64.3% in 2014 to 69.2% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd Grade.

Strategy 1:

Flexible and Differentiated Reading Instruction - Students will receive targeted, flexible, and differentiated instruction in the area of reading during core instruction and RTI instruction.

Category: Continuous Improvement

Activity - Different Way to Goal Set Using MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through data review and reflection, we will continue to goal set for MAP the way we started last school year.Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process	10/01/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, Counselors, Psychologist

Measurable Objective 2:

collaborate to increase the percentage of students scoring proficient and distinguished on the KPREP in 3rd grade math from 59.2% in 2014 to 71.7% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Flexible and Differentiated Math Instruction - Students will receive targeted, flexible, and differentiated instruction in the area of reading during core instruction and RTI instruction.

Category: Continuous Improvement

Activity - Differentiated Instruction-Needs Based Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are triangulating data to plan for differentiated core math groups. A top group is identified based on MAP data, common assessments, ongoing formative assessments. All groups are furthered grouped based on teacher observation and ongoing formative assessments. All groups are flexible and teachers review new data to determine new groups.	Direct Instruction	08/13/2014	05/22/2015	$0	No Funding Required	Principals and Teachers

Activity - Different Way to Goal Set for MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Through data review and reflection, we will continue to goal set for MAP the way we started last year. Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process	10/01/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, Counselors, and Psychologist

Goal 6: GAP Groups

Measurable Objective 1:

collaborate to increase achievement for students in the special education gap group so the the percentage of proficient and distinguished increases in the area of reading from 21.8 in 2014 to 51.9 and in math from 23.6 in 2014 to 48.8 by 10/01/2015 as measured by the school report card delivery targets.

(shared) Strategy 1:

Monitor Data, Fidelity of Instructional Implementation and Programs - Principals and teachers will monitor student data in the gap the same way all other student data is monitored; during data review PLC meetings. Data is triangulated to determine placement in Title/RTA, as well as other RTI groups and programs. Principals will monitor the fidelity of implemented instructional strategies and programs and provided feedback and ongoing necessary training.

Category: Continuous Improvement

Activity - Student Data Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data spreadsheet was created based on data (MAP and DIBELS) and triangulated with historical data to determine instructional services, programming, and groupings. Services and needs are determined based on the data. Progress monitoring data is included in this data spreadsheet. Through a regular review of data during PLC meetings, teachers and leadership team discuss and make decisions on next steps for students.	Academic Support Program	10/15/2014	05/22/2015	$0	No Funding Required	Principals, Regular Ed. and Special Ed. Teachers, Counselors, Psychologist, Title/RTA Teachers, EL Teacher

Activity - Special Education/EL Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 1. Accommodations: Giving students more ownership/consistent use and implementation during the year. Students will use a card with accommodations they receive when taking classroom assessments in hopes to empower students so they have internalized by KPREP time. Manipulatives will be kept and used the same way we have to use during KPREP time. We will video tape accommodations being given to students to show all staff members before KPREP to help refresh everyone and increase their confidence in providing these accommodations. When the accommodator and student meet before KPREP, the student will explain their accommdation card.
2. School constructed response attack plan- As a school we need to be more consistent in our implementation and with fidelity of our SBDM attack plan for answering constructed response questions. Students need these steps ensuring they are following what is needed when answering these questions.
3. Stamina- We need to increase student stamina when it comes to length of passages that they are independently reading and interacting with on a regular basis. We must put our students in situations that mirror the KPREP experience more often. | Direct Instruction | 08/13/2014 | 05/22/2015 | $0 | No Funding Required | Principals, Regular Education and Special Education Teachers, EL Teacher, |

Measurable Objective 2:

collaborate to increase achievement for students in the EL gap group so the percentage of proficient and distinguished increases from 34.6% in 2014 to 51% by 10/01/2015 as measured by the school report card delivery targets.

(shared) Strategy 1:

Monitor Data, Fidelity of Instructional Implementation and Programs - Principals and teachers will monitor student data in the gap the same way all other student data is monitored; during data review PLC meetings. Data is triangulated to determine placement in Title/RTA, as well as other RTI groups and programs. Principals will monitor the fidelity of implemented instructional strategies and programs and provided feedback and ongoing necessary training.

Category: Continuous Improvement

Activity - Student Data Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data spreadsheet was created based on data (MAP and DIBELS) and triangulated with historical data to determine instructional services, programming, and groupings. Services and needs are determined based on the data. Progress monitoring data is included in this data spreadsheet. Through a regular review of data during PLC meetings, teachers and leadership team discuss and make decisions on next steps for students.	Academic Support Program	10/15/2014	05/22/2015	$0	No Funding Required	Principals, Regular Ed. and Special Ed. Teachers, Counselors, Psychologist, Title/RTA Teachers, EL Teacher

Activity - Special Education/EL Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1. Accommodations: Giving students more ownership/consistent use and implementation during the year. Students will use a card with accommodations they receive when taking classroom assessments in hopes to empower students so they have internalized by KPREP time. Manipulatives will be kept and used the same way we have to use during KPREP time. We will video tape accommodations being given to students to show all staff members before KPREP to help refresh everyone and increase their confidence in providing these accommodations. When the accommodator and student meet before KPREP, the student will explain their accommdation card. 2. School constructed response attack plan- As a school we need to be more consistent in our implementation and with fidelity of our SBDM attack plan for answering constructed response questions. Students need these steps ensuring they are following what is needed when answering these questions. 3. Stamina- We need to increase student stamina when it comes to length of passages that they are independently reading and interacting with on a regular basis. We must put our students in situations that mirror the KPREP experience more often.	Direct Instruction	08/13/2014	05/22/2015	$0	No Funding Required	Principals, Regular Education and Special Education Teachers, EL Teacher,

Strategy 2:

Improved Reading Instruction during EL Time - We purchased a comprehensive reading program designed specifically for grades k-5 EL students. This program focuses on reading, writing, speaking, and listening. Students will work through this program during their scheduled EL time on a daily basis.

Category: Continuous Improvement

Activity - New Research Based Comprehensive Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehensive Reading Program for EL students was purchased to help improve student achievement with our EL population.	Direct Instruction	08/13/2014	05/22/2015	$10000	Title I Part A	Principals, EL Teacher

Goal 7: Next Generation Professionals

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31 2015 to YY % by 05/31/2020 as measured by evaluation results.

Strategy 1:

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations.

Category: Teacher PGES

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review peer observer responsibilities within the context of the Professional Practices Rubric and expectations.	Recruitment and Retention	08/13/2014	05/31/2015	$0	No Funding Required	Principals and Teachers

Strategy 2:

Professional Learning and Support - Develop a school wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).

Category: Professional Learning & Support

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Policy and Process	08/13/2014	05/31/2015	$0	No Funding Required	Principals and Teachers

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school wellness policy to all faculty members to 100 percent by 05/22/2015 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A sub committee will be formed off of our Program Review Committee and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. This committee is in the process of revising our current SBDM Wellness Policy.	Policy and Process	08/13/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, Committee, SBDM

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Research Based Comprehensive Reading Program	Comprehensive Reading Program for EL students was purchased to help improve student achievement with our EL population.	Direct Instruction	08/13/2014	05/22/2015	$10000	Principals, EL Teacher
Resources and Training	Through ongoing data review, student data, and professional learning, we will make decisions on additional needed resources for our teachers and students. Additionally, we will provide needed professional development for staff as well as send staff to needed professional development trainings.	Other	10/14/2014	05/22/2015	$8000	Principals and Teachers
Additional Team Planning Day	Teachers will receive an additional team planning day to work on the work. This day will serve as an implementation and impact check for the goals, objectives, and strategies in our CSIP. We will review instructional plans and student data.	Professional Learning	03/02/2015	05/22/2015	$15000	Principals and Teachers
Flexible Grouping/Differentiated Instruction	Through triangulation of data, including MAP data, teachers will flexibly group students for differentiated core instruction as well as instruction during the RTI block.	Direct Instruction	08/13/2014	05/22/2015	$182907	Principals, Teachers, Title I teachers, Counselors, Psychologist
Technology	Through a building inventory of our computers, we are working to replace our older units (260's, 270's, etc.) in classrooms and both computer labs. The new computers will help to support differentiated instruction through allowing students to access the network programs we have as well as web based programs. We will also continue to purchase more ipads for teachers and student use. The use of these ipads help with differentiated instruction and student engagement.	Technology	08/13/2014	05/22/2015	$19902	Principals, Teachers
Kindergarten Jumpstart	Working with Kindergarten teachers, we will design and implement instructional activities for our incoming students as a way to help transition our students to the expectations of Kindergarten.	Academic Support Program	07/30/2015	08/03/2015	$1500	Principals, Kindergarten Teachers, and Assistants

ABC's for Parenting	The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement	09/08/2014	01/05/2015	$500	Principals, FRC Coordinator
				Total	$237809	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Jumpstart	Working with Kindergarten teachers, we will design and implement instructional activities for our incoming students as a way to help transition our students to the expectations of Kindergarten.	Academic Support Program	07/30/2015	08/03/2015	$1500	Principals, Kindergarten Teachers, and Assistants
Monitoring	Principals and Program Review committee will monitor the implementation of PL/CS Standards through this new special area class offered to all grade levels.	Academic Support Program	08/13/2014	05/22/2015	$1500	Principals, Program Review Committee, Practical Living teacher
Increase and Improve Technology/PD	1. Continue to Inventory computers in building and replace oldest units. 2. Continue to provide smartboards for student and teachers. 3. Continue to provide ongoing training for teachers using smartboards. 4. Continue to purchase ipads for students and teachers. 5. Continue to provide ongoing training for teachers using ipads. 6. Recieved ipad grant with a cart of 30 ipads. 7. Purchased new copy machines that are networked. 8. Classrooms have laser printers.	Technology	08/13/2014	05/22/2015	$15000	Principals and Teachers
ABC's for Parenting	The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement	09/08/2014	01/05/2015	$0	Principals, FRC Coordinator
				Total	$18000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ABC's for Parenting	The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement	09/08/2014	01/05/2015	$500	Principals, FRC Coordinator

		Total	$500			

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction-Needs Based Programming	Teachers are triangulating data to plan for differentiated core math groups. A top group is identified based on MAP data, common assessments, ongoing formative assessments. All groups are furthered grouped based on teacher observation and ongoing formative assessments. All groups are flexible and teachers review new data to determine new groups.	Direct Instruction	08/13/2014	05/22/2015	$0	Principals and Teachers
Wellness Leadership Development	A sub committee will be formed off of our Program Review Committee and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. This committee is in the process of revising our current SBDM Wellness Policy.	Policy and Process	08/13/2014	05/22/2015	$0	Principals, Teachers, Committee, SBDM
Different Way to Goal Set for MAP	Through data review and reflection, we will continue to goal set for MAP the way we started last year. Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process	10/01/2014	05/22/2015	$0	Principals, Teachers, Counselors, and Psychologist
PGES	Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review peer observer responsibilities within the context of the Professional Practices Rubric and expectations.	Recruitment and Retention	08/13/2014	05/31/2015	$0	Principals and Teachers
Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Policy and Process	08/13/2014	05/31/2015	$0	Principals and Teachers

Ongoing Data Analysis	Data Analysis: Data is analyzed to guide instruction during Professional Learning Community meetings. School level data for MAP for each grade and class is shared, as well as district data. Teachers document if students have met the MAP goal, as well is if percentile growth was made. Watch lists (below 50th percentile in Reading and below 25th percentile in Math) are created to help drive core instructional needs as well as RTI needs. A watch list for students scoring above the 90th percentile in reading and math is also created to drive core instructional needs as well as RTI needs.	Professional Learning	08/13/2014	05/22/2015	$0	Principals, Teachers, Counselors, Psychologists
Writer's Reference Card Strategy	Teachers will receive information on how to implement a consistent strategy to help students tackle the prompt in a timed setting using the writer's reference card strategy.	Professional Learning	08/12/2014	05/22/2015	$0	Principals, Teachers, District Staff
Student Data Spreadsheet	Student data spreadsheet was created based on data (MAP and DIBELS) and triangulated with historical data to determine instructional services, programming, and groupings. Services and needs are determined based on the data. Progress monitoring data is included in this data spreadsheet. Through a regular review of data during PLC meetings, teachers and leadership team discuss and make decisions on next steps for students.	Academic Support Program	10/15/2014	05/22/2015	$0	Principals, Regular Ed. and Special Ed. Teachers, Counselors, Psychologist, Title/RTA Teachers, EL Teacher
Arts & Humanities Collection Process	Teachers on the Program Review Committee have been trained to have a better understanding of the scoring guide/rubric in the area of Arts & Humanities. This information was then shared with the rest of the grade levels who do not serve on this committee. This information has helped everyone have a better knowledge base of this structure, knowing how to plan, and maintain ongoing evidence for the collection process. We will review and reflect on last year's evidence and rationales to know what specifically needs to be addressed for improvement in the area of Arts and Humanities.	Policy and Process	09/08/2014	05/22/2015	$0	Principals and Teachers
Parent Instructional Night	We will hold a parent meeting in May before students enter Kindergarten. The purpose of this evening is to inform parents of the instructional expectations of Kindergarten as well as ways parents can support these expectations at home.	Parent Involvement	05/18/2015	05/18/2015	$0	Principals, Kindergarten Staff

Different Way to Goal Set Using MAP Data	Through data review and reflection, we will continue to goal set for MAP the way we started last school year.Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process	10/01/2014	05/22/2015	$0	Principals, Teachers, Counselors, Psychologist
Monitoring	Classroom Walks, Lesson Plan reviews, faculty meeting with vertical teaming, PLCs and student work analysis will be used to ensure that programs, strategies and expectations are followed and implemented with fidelity.	Academic Support Program	08/12/2014	05/22/2015	$0	Principals, teachers, instructional staff
Flexible Grouping in Preschool	Preschool teachers will use data to flexibly group students who have Kindergarten readiness skills to recieve differentiated instruction.	Academic Support Program	01/05/2015	05/29/2015	$0	Principals, preschool teachers, and instructional assistants
Special Education/EL Adjustments	1. Accommodations: Giving students more ownership/consistent use and implementation during the year. Students will use a card with accommodations they receive when taking classroom assessments in hopes to empower students so they have internalized by KPREP time. Manipulatives will be kept and used the same way we have to use during KPREP time. We will video tape accommodations being given to students to show all staff members before KPREP to help refresh everyone and increase their confidence in providing these accommodations. When the accommodator and student meet before KPREP, the student will explain their accommdation card. 2. School constructed response attack plan- As a school we need to be more consistent in our implementation and with fidelity of our SBDM attack plan for answering constructed response questions. Students need these steps ensuring they are following what is needed when answering these questions. 3. Stamina- We need to increase student stamina when it comes to length of passages that they are independently reading and interacting with on a regular basis. We must put our students in situations that mirror the KPREP experience more often.	Direct Instruction	08/13/2014	05/22/2015	$0	Principals, Regular Education and Special Education Teachers, EL Teacher,
				Total	$0	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The data tells us how we are achieving and growing overall as well as how we are achieving and growing with our students in the gap group. We are able to compare our achievement and growth to surrounding schools in our district and across the state. This data also allows us to drill down viewing individual student achievement and growth. The data does not tell us what standards are not being mastered or what the pattern of errors the students are making.

Proficient and Progressing School 89th percentile.

2. Overall score- Overall increase from 70.4 to 75.0

3. Percentages of students scoring proficient and distinguished are above the state averages in Reading, Math, Science, and   Social Studies.

4. Achievement- Overall Increase from 82.8 to 86.1.

5. Growth - Overall increase from 60.7 to 63.5.

6. Gap- Overall increase from a 51.4 to 54.3.

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?

1. Proficient and Progressing School 89th percentile.

2. Overall score- Overall increase from 70.4 to 75.0

3. Percentages of students scoring proficient and distinguished are above the state averages in Reading, Math, Science, and   Social Studies.

4. Achievement- Overall Increase from 82.8 to 86.1.

5. Growth - Overall increase from 60.7 to 63.5.

6. Gap- Overall increase from a 51.4 to 54.3.

Actions we are implementing to sustain areas of strength:

1. Targeted instruction, goal setting, triangulating data (MAP, DIBELS, formative assessments, common assessments)

2. Flexible grouping of students to meet all student needs (below grade level, on grade level, and above grade level)

3. Yearlong emphasis, training, and support to improve core instruction for regular and special education staff.

4. RTI Structure: Monitoring of data is ongoing, well balanced diet of programs (Compass Learning, Fastt Math, Dreambox, Read Naturally, Do The Math, Accelerated Reader) and researched based strategies (Live Scoring, use of flashbacks and data, protocol for administration of common assessments-wrong answer analysis, alignment of standard, learner target, learning experience, and formative assessment.)

Opportunities for Improvement

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

1. The percent of proficient and distinguished students scoring for the last three years are 39.7%, 40.3%, and 36.6%.

2. Our percentage of 3rd grade students scoring proficient/distinguished in reading dropped from a 65.8% to a 64.3%.

3. Our percentage of 3rd grade students scoring proficient/distinguished in math dropped from a 68.5% to a 59.2%.

4. Our percentage of students in the special education gap group dropped from 23.2% to 21.8%.

5.   Our Tell Survey Results indicate that 55% of our staff state they have sufficient access to instructional technology, including computers, printers, software, and internet access.

In all grades with all students, we need to continue to improve, monitor, and give feedback on our identified power strategies.

- Alignment of Standard, learner target, learning experience, and formative assessment

- Goal Setting

- Live Scoring

- Flashbacks- Use of data

- Protocol of administration of common assessments- wrong answer analysis

- Student Engagement

- Accountable Talk

- Writing to demonstrate learning across content areas

- Writing Strategies

As a school our curriculum committee will continue to focus on writing, vocabulary, and language. We are using support and professional development that our district is offering teachers to implement improved instructional practices in these areas. Through our work with this committee last year, we purchased two resources for teachers: Write Steps, and Shurley Grammar.

As a school, through an inventory taken of computers, we are working on updating and equaling all classroom computers to three.   We are continuing with our plan to put smartboards in classrooms each school year. All classrooms now have a laser printer. All classroom and special education teachers have an ipad. In addition, we have an ipad cart of 30 to teachers to check out. We are now at a point where we are taking an inventory of which rooms can have a fourth computer added without the need for an extra data drop. We will then work on adding data drops to those rooms in need to allow the fourth computer.

Conclusion

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

Steps we have taken to address our identified needs of improvement:

1. Providing job embedded professional development offered by district consultants. The district purchased a writing resource for all teachers as another tool to help teach the writing standards.

2. We again surveyed teachers in our identified power strategies listed above in terms of their implementation, ways they improve, and support areas they need. The feedback from this survey is driving faculty meetings, PLC meetings, professional development, and committee meetings. These areas are our focus areas when we are in classrooms.

3. Continuing with our technology plan of updating and leveling with computers and smartboards.

In conclusion, through working as a professional learning community, we are constantly reading and learning to stay on top of latest research and best practice in all instructional areas.

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?

Shawna Harney, Principal

Kathy Allen, Assistant Principal

Jena Smiddy, Assistant Principal

Debbie Ledonne, FRC Coordinator

Jill Dilts, Counselor

Cheryl Hetzel, Counselor

Jessica Malloy, Psychologist

SBDM Members (Double Council)

Relationship Building

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

Overall Rating: 3.14

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

Communications

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

Overall Rating: 3.29

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

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

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

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

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

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

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

Decision Making

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

Overall Rating: 2.29

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

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

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

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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: 2.33

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

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

Overall Rating: 2.17

	Statement or Question	Response	Rating
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 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
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
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

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

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

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

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	After school programs are offered to some students.	Novice

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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 rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

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

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

Strengths: Relationship Building, Communication, and Decision Making. Areas of Improvment: Advocacy, Learning Opportunities, Community Partners. We continue to reflect and refine in all areas through use of multiple sources of data, including student achievement data, teacher survey, parent survey, student survey, etc. Collaborating with other schools helps us to learn different ways of doing things.

Report Summary

Scores By Section

Section Score
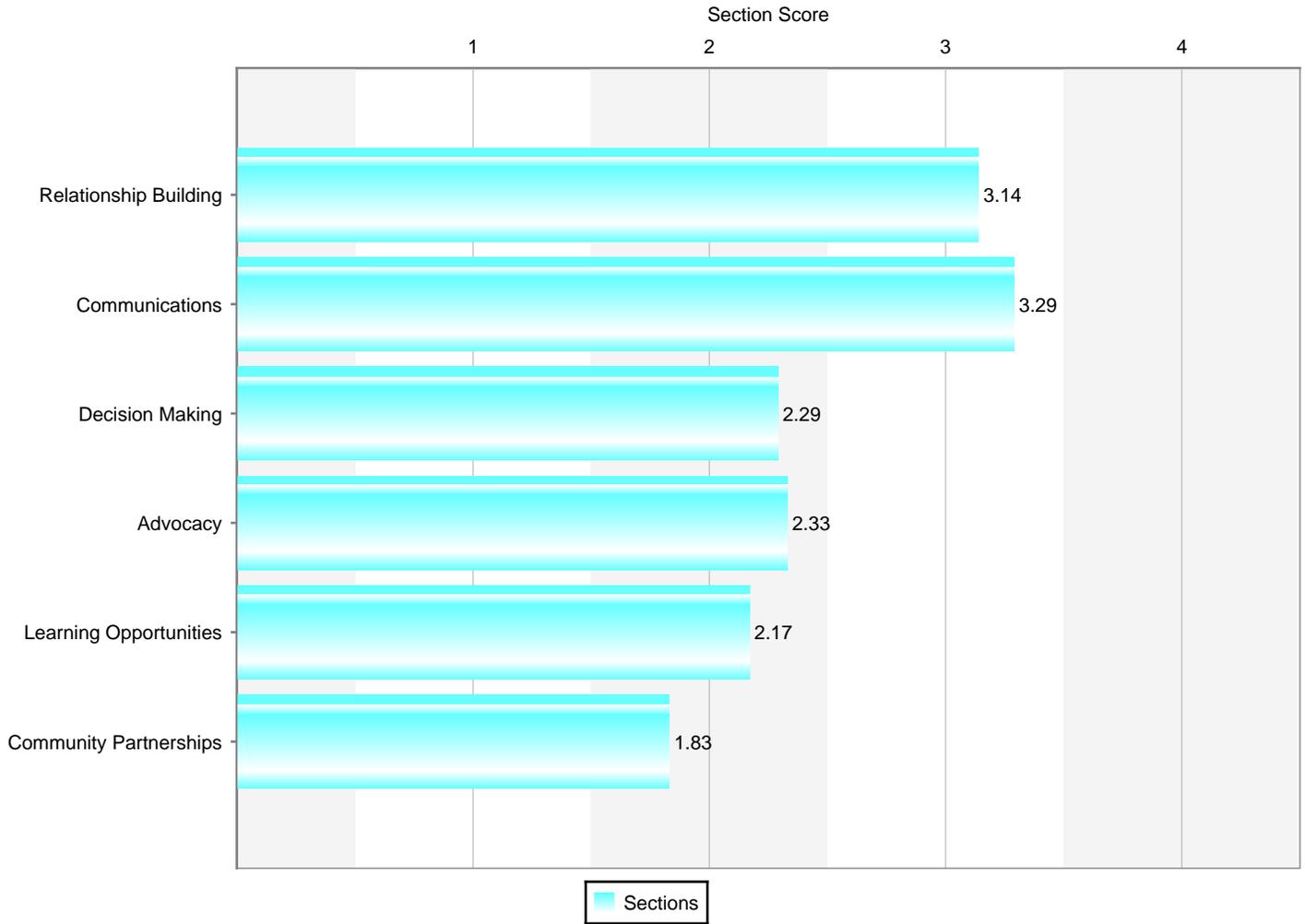
Improvement Plan Stakeholder Involvement

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.

Our staff conducted several data analysis sessions in which we reviewed new data and whether or not we met goals. Teachers completed reflections on the data, where they feel they are with implementation of CSIP strategies and what they still need support with. Follow up work and conversations took place through PLC meetings with teachers. Through working with our CSIP, Curriculum, Program Review, and SBDM committees revisions were made to the goals, objectives, and strategies of the CSIP. These committees meet regularly each month and minutes are sent afterwards to the entire staff.

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

Our SBDM Committees (Curriculum/Assessment, CSIP, Program Review, and PBIS) are made up of teachers with equal representation from each grade level. We have a double SBDM council with 4 parent representatives, 6 teacher representatives, 1 assistant principal, and 1 principal.   The responsibility of each group is to review data, goals, objectives, and strategies to give input on next needed steps.

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

After going through the data analysis and revision process the final plan was approved through SBDM. After approval with the SBDM council, the finalized plan will be shared in PLC meetings with all stakeholders. The CSIP plan is monitored monthly during the CSIP Committee meeting, as well as the monthly SBDM meetings.

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		

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

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.	No	NA	

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.	No	NA	

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	NA	

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	NA	

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	NA	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	NA	

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	NA	

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	NA	

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.	No	NA	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	NA	

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	NA	

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	NA	

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		

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey Collaboration

Measurable Objective 1:

collaborate to have sufficient access to instructional technology, including computers, printers, software, and internet access from 55% in 2013 to 75%   by 05/22/2015 as measured by 2015 Tell Survey Results.

Strategy1:

Increase instructional technology and professional development of instructional technology - We will work to increase the amount and quality of technology in our building along with the necessary professional development for the instructional technology.

Category: Continuous Improvement

Research Cited:

Activity - Increase and Improve Technology/PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Continue to Inventory computers in building and replace oldest units. 2. Continue to provide smartboards for student and teachers. 3. Continue to provide ongoing training for teachers using smartboards. 4. Continue to purchase ipads for students and teachers. 5. Continue to provide ongoing training for teachers using ipads. 6. Recieved ipad grant with a cart of 30 ipads. 7. Purchased new copy machines that are networked. 8. Classrooms have laser printers.	Technology			08/13/2014	05/22/2015	$15000 - State Funds	Principals and Teachers

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

Goal 1:

KPREP Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 62.2% in 2014 to 73.5% by 10/01/2015 as

measured by school report card delilvery targets.

Strategy1:

Fidelity of Power Strategies - Through data review, we realize we need to be consistent in implementation and fidelity of our power strategies/instructional practices that are already a part of our SBDM Instructional Practices Policy. These specific strategies are: Live Scoring, Protocol for Administering Common Assessments-Use of Wrong Answer Analysis, Use of Flashbacks and using the data to drive instructional needs, Goal Setting, and Alignment of Standard-Learner Target-Learning Experience- and Formative Assessment. We will provide additional necessary training for teachers. These areas will be of focus when in classrooms.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Walks, Lesson Plan reviews, faculty meeting with vertical teaming, PLCs and student work analysis will be used to ensure that programs, strategies and expectations are followed and implemented with fidelity.	Academic Support Program			08/12/2014	05/22/2015	$0 - No Funding Required	Principals, teachers, instructional staff

Strategy2:

Administration of MAP Assessment - All students take the MAP Assessment- Measures of Academic Progress assessment, which measures growth in the areas of Math, Reading, and Language Arts.   All students take this assessment three times each year.

Category: Continuous Improvement

Research Cited:

Activity - Resources and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through ongoing data review, student data, and professional learning, we will make decisions on additional needed resources for our teachers and students. Additionally, we will provide needed professional development for staff as well as send staff to needed professional development trainings.	Other			10/14/2014	05/22/2015	$8000 - Title I Part A	Principals and Teachers

Activity - Ongoing Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis: Data is analyzed to guide instruction during Professional Learning Community meetings. School level data for MAP for each grade and class is shared, as well as district data. Teachers document if students have met the MAP goal, as well is if percentile growth was made. Watch lists (below 50th percentile in Reading and below 25th percentile in Math) are created to help drive core instructional needs as well as RTI needs. A watch list for students scoring above the 90th percentile in reading and math is also created to drive core instructional needs as well as RTI needs.	Professional Learning			08/13/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, Counselors, Psychologists

Activity - Flexible Grouping/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through triangulation of data, including MAP data, teachers will flexibly group students for differentiated core instruction as well as instruction during the RTI block.	Direct Instruction			08/13/2014	05/22/2015	$182907 - Title I Part A	Principals, Teachers, Title I teachers, Counselors, Psychologist

Activity - Additional Team Planning Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive an additional team planning day to work on the work. This day will serve as an implementation and impact check for the goals, objectives, and strategies in our CSIP. We will review instructional plans and student data.	Professional Learning			03/02/2015	05/22/2015	$15000 - Title I Part A	Principals and Teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through a building inventory of our computers, we are working to replace our older units (260's, 270's, etc.) in classrooms and both computer labs. The new computers will help to support differentiated instruction through allowing students to access the network programs we have as well as web based programs. We will also continue to purchase more ipads for teachers and student use. The use of these ipads help with differentiated instruction and student engagement.	Technology			08/13/2014	05/22/2015	$19902 - Title I Part A	Principals, Teachers

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of chidren ready (ready with enrichments and ready) for Kindergarten from 45% in 2014 to 50% by 10/01/2015 as measured by Brigance.

Strategy1:

ABC's for Parents - To increase family involvement and assist them in preparing students to transition into the instructional expectations of school.

Category: Early Learning

Research Cited:

Activity - ABC's for Parenting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement			09/08/2014	01/05/2015	$0 - State Funds $500 - Title I Part A $500 - FRYSC	Principals, FRC Coordinator

Strategy2:

Differentiation with Preschool Students - Preschool teachers will work together to flexibly group students who have Kindergarten readiness skills for instruction during small group instructional time. Lesson plans will intentionally show differentiation.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Flexible Grouping in Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will use data to flexibly group students who have Kindergarten readiness skills to recieve differentiated instruction.	Academic Support Program			01/05/2015	05/29/2015	$0 - No Funding Required	Principals, preschool teachers, and instructional assistants

Strategy3:

Kindergarten Jumpstart - Kindergerten Jumpstart will help acclimate our students with skills that they will need for Kindergarten.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Jumpstart	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with Kindergarten teachers, we will design and implement instructional activities for our incoming students as a way to help transition our students to the expectations of Kindergarten.	Academic Support Program			07/30/2015	08/03/2015	$1500 - Title I Part A $1500 - State Funds	Principals, Kindergarten Teachers, and Assistants

Activity - Parent Instructional Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hold a parent meeting in May before students enter Kindergarten. The purpose of this evening is to inform parents of the instructional expectations of Kindergarten as well as ways parents can support these expectations at home.	Parent Involvement			05/18/2015	05/18/2015	$0 - No Funding Required	Principals, Kindergarten Staff

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of chidren ready (ready with enrichments and ready) for Kindergarten from 45% in 2014 to 50% by 10/01/2015 as measured by Brigance.

Strategy1:

Differentiation with Preschool Students - Preschool teachers will work together to flexibly group students who have Kindergarten readiness skills for instruction during small group instructional time. Lesson plans will intentionally show differentiation.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Flexible Grouping in Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will use data to flexibly group students who have Kindergarten readiness skills to recieve differentiated instruction.	Academic Support Program			01/05/2015	05/29/2015	$0 - No Funding Required	Principals, preschool teachers, and instructional assistants

Strategy2:

Kindergarten Jumpstart - Kindergarten Jumpstart will help acclimate our students with skills that they will need for Kindergarten.

Category: Continuous Improvement

Research Cited:

Activity - Parent Instructional Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hold a parent meeting in May before students enter Kindergarten. The purpose of this evening is to inform parents of the instructional expectations of Kindergarten as well as ways parents can support these expectations at home.	Parent Involvement			05/18/2015	05/18/2015	$0 - No Funding Required	Principals, Kindergarten Staff

Activity - Kindergarten Jumpstart	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with Kindergarten teachers, we will design and implement instructional activities for our incoming students as a way to help transition our students to the expectations of Kindergarten.	Academic Support Program			07/30/2015	08/03/2015	$1500 - Title I Part A $1500 - State Funds	Principals, Kindergarten Teachers, and Assistants

Strategy3:

ABC's for Parents - To increase family involvement and assist them in preparing students to transition into the instructional expectations of school.

Category: Early Learning

Research Cited:

Activity - ABC's for Parenting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will work to plan lessons as well as pull in community resources to assist parents with parenting skills while helping their child with the instructional expectations of school. These meetings take place on a monthly basis.	Parent Involvement			09/08/2014	01/05/2015	$500 - FRYSC $0 - State Funds $500 - Title I Part A	Principals, FRC Coordinator

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

Goal 1:

Proficiency in Reading and Math 3rd Grade KPREP

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient and distinguished on the KPREP in 3rd grade math from 59.2% in 2014 to 71.7% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Flexible and Differentiated Math Instruction - Students will receive targeted, flexible, and differentiated instruction in the area of reading during core instruction and RTI instruction.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Instruction-Needs Based Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are triangulating data to plan for differentiated core math groups. A top group is identified based on MAP data, common assessments, ongoing formative assessments. All groups are furthered grouped based on teacher observation and ongoing formative assessments. All groups are flexible and teachers review new data to determine new groups.	Direct Instruction			08/13/2014	05/22/2015	$0 - No Funding Required	Principals and Teachers

Activity - Different Way to Goal Set for MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through data review and reflection, we will continue to goal set for MAP the way we started last year. Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process			10/01/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, Counselors, and Psychologist

Measurable Objective 2:

collaborate to increase the percentage of students scoring proficient and distinguished in 3rd grade Reading on KPREP from 64.3% in 2014 to 69.2% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd Grade.

Strategy1:

Flexible and Differentiated Reading Instruction - Students will receive targeted, flexible, and differentiated instruction in the area of reading during core instruction and RTI instruction.

Category: Continuous Improvement

Research Cited:

Activity - Different Way to Goal Set Using MAP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through data review and reflection, we will continue to goal set for MAP the way we started last school year.Teachers frequently share that students would meet their goal but they did not grow with the percentile scores. When new data is received, teachers and principals will reveiw data to determine what adjustments need to be made to the MAP Contract. Students scoring in the 1-84th percentile, our goal is for students to grow 5 percentile points. Students scoring in the 85-94th percentile, our goals is for students to grow 3 percentile points. Students scoring in the 95-99th percentile, our goal is for students to maintain.	Policy and Process			10/01/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, Counselors, Psychologist

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP Groups

Measurable Objective 1:

collaborate to increase achievement for students in the special education gap group so the the percentage of proficient and distinguished increases in the area of reading from 21.8 in 2014 to 51.9 and in math from 23.6 in 2014 to 48.8 by 10/01/2015 as measured by the school report card delivery targets.

Strategy1:

Monitor Data, Fidelity of Instructional Implementation and Programs - Principals and teachers will monitor student data in the gap the same way all other student data is monitored; during data review PLC meetings. Data is triangulated to determine placement in Title/RTA, as well as other RTI groups and programs. Principals will monitor the fidelity of implemented instructional strategies and programs and provided feedback and ongoing necessary training.

Category: Continuous Improvement

Research Cited:

Activity - Special Education/EL Adjustments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Accommodations: Giving students more ownership/consistent use and implementation during the year. Students will use a card with accommodations they receive when taking classroom assessments in hopes to empower students so they have internalized by KPREP time. Manipulatives will be kept and used the same way we have to use during KPREP time. We will video tape accommodations being given to students to show all staff members before KPREP to help refresh everyone and increase their confidence in providing these accommodations. When the accommodator and student meet before KPREP, the student will explain their accommdation card. 2. School constructed response attack plan- As a school we need to be more consistent in our implementation and with fidelity of our SBDM attack plan for answering constructed response questions. Students need these steps ensuring they are following what is needed when answering these questions. 3. Stamina- We need to increase student stamina when it comes to length of passages that they are independently reading and interacting with on a regular basis. We must put our students in situations that mirror the KPREP experience more often.	Direct Instruction			08/13/2014	05/22/2015	$0 - No Funding Required	Principals, Regular Education and Special Education Teachers, EL Teacher,

Activity - Student Data Spreadsheet	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data spreadsheet was created based on data (MAP and DIBELS) and triangulated with historical data to determine instructional services, programming, and groupings. Services and needs are determined based on the data. Progress monitoring data is included in this data spreadsheet. Through a regular review of data during PLC meetings, teachers and leadership team discuss and make decisions on next steps for students.	Academic Support Program			10/15/2014	05/22/2015	$0 - No Funding Required	Principals, Regular Ed. and Special Ed. Teachers, Counselors, Psychologist, Title/RTA Teachers, EL Teacher

Measurable Objective 2:

collaborate to increase achievement for students in the EL gap group so the percentage of proficient and distinguished increases from 34.6%

in 2014 to 51%   by 10/01/2015 as measured by the school report card delivery targets.

Strategy1:

Monitor Data, Fidelity of Instructional Implementation and Programs - Principals and teachers will monitor student data in the gap the same way all other student data is monitored; during data review PLC meetings. Data is triangulated to determine placement in Title/RTA, as well as other RTI groups and programs. Principals will monitor the fidelity of implemented instructional strategies and programs and provided feedback and ongoing necessary training.

Category: Continuous Improvement

Research Cited:

Activity - Special Education/EL Adjustments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Accommodations: Giving students more ownership/consistent use and implementation during the year. Students will use a card with accommodations they receive when taking classroom assessments in hopes to empower students so they have internalized by KPREP time. Manipulatives will be kept and used the same way we have to use during KPREP time. We will video tape accommodations being given to students to show all staff members before KPREP to help refresh everyone and increase their confidence in providing these accommodations. When the accommodator and student meet before KPREP, the student will explain their accommdation card. 2. School constructed response attack plan- As a school we need to be more consistent in our implementation and with fidelity of our SBDM attack plan for answering constructed response questions. Students need these steps ensuring they are following what is needed when answering these questions. 3. Stamina- We need to increase student stamina when it comes to length of passages that they are independently reading and interacting with on a regular basis. We must put our students in situations that mirror the KPREP experience more often.	Direct Instruction			08/13/2014	05/22/2015	$0 - No Funding Required	Principals, Regular Education and Special Education Teachers, EL Teacher,

Activity - Student Data Spreadsheet	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data spreadsheet was created based on data (MAP and DIBELS) and triangulated with historical data to determine instructional services, programming, and groupings. Services and needs are determined based on the data. Progress monitoring data is included in this data spreadsheet. Through a regular review of data during PLC meetings, teachers and leadership team discuss and make decisions on next steps for students.	Academic Support Program			10/15/2014	05/22/2015	$0 - No Funding Required	Principals, Regular Ed. and Special Ed. Teachers, Counselors, Psychologist, Title/RTA Teachers, EL Teacher

Strategy2:

Improved Reading Instruction during EL Time - We purchased a comprehensive reading program designed specifically for grades k-5 EL students. This program focuses on reading, writing, speaking, and listening. Students will work through this program during their scheduled EL time on a daily basis.

Category: Continuous Improvement

Research Cited:

Activity - New Research Based Comprehensive Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehensive Reading Program for EL students was purchased to help improve student achievement with our EL population.	Direct Instruction			08/13/2014	05/22/2015	$10000 - Title I Part A	Principals, EL Teacher

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

Goal 1:

Program Reviews (Elementary)

Measurable Objective 1:

collaborate to increase our school Arts and Humanities average overall scores of 7.6 in 2014 to 8.0 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy1:

Increased Awareness of Arts & Humanities Program Review Rubric - We will continue to provide more background information on the overall program review process and rubrics to measure these programs. We will reflect on the evidence and rationales collected from last year to pinpoint areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Arts & Humanities Collection Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers on the Program Review Committee have been trained to have a better understanding of the scoring guide/rubric in the area of Arts & Humanities. This information was then shared with the rest of the grade levels who do not serve on this committee. This information has helped everyone have a better knowledge base of this structure, knowing how to plan, and maintain ongoing evidence for the collection process. We will review and reflect on last year's evidence and rationales to know what specifically needs to be addressed for improvement in the area of Arts and Humanities.	Policy and Process			09/08/2014	05/22/2015	$0 - No Funding Required	Principals and Teachers

Measurable Objective 2:

collaborate to increase our school Practical Living/Career Studies average overall scores of 9.4 in 2014 to 10 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy1:

Curriculum Crosswalk - Based on a review of our Practical Living/Career Studies curriculum conducted by teachers and principals last year, we now have a Practical Living special area class. This teacher is covering all components of the Practical Living/Career Studies curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Program Review committee will monitor the implementation of PL/CS Standards through this new special area class offered to all grade levels.	Academic Support Program			08/13/2014	05/22/2015	$1500 - State Funds	Principals, Program Review Committee, Practical Living teacher

Measurable Objective 3:

collaborate to increase our school Writing average overall scores of 9.8 in 2014 to 10 in 2015 by 06/30/2015 as measured by Program Review State Report.

Strategy1:

Writing Instructional Practices - Teachers are looking at their daily/weekly plans to ensure they have devoted enough instructional time for

writing. We recognize the need to improve the writing instruction through consistent use of strategies (1.4, 2.6, 3.8, paragraphs, CAT paragraph, Writer's Reference Card, etc.) during instruction. Additionally, each classroom/grade level needs to be consistent in the use of our new resources (Write Steps and Shurley Grammar) to support writing standards. Job embedded professional development from district consultants as well as use of resource (Writing Common Core) to support writing standards and instruction. Our curriculum committee will continue to keep this writing focus on the agenda. We are currently looking at adding the use of learning logs in the content areas to our SBDM literacy plan. We have also revised our assessment policy to include more on demand assessments.

Category: Continuous Improvement

Research Cited:

Activity - Writer's Reference Card Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive information on how to implement a consistent strategy to help students tackle the prompt in a timed setting using the writer's reference card strategy.	Professional Learning			08/12/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, District Staff

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	May 8 SBDM Meeting	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	May 8	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	May 8 SBDM September 2014 First Responders and District Safety Officer	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Opening Day, August 11, 2014	

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

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

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 26,2014	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		