KDE Comprehensive School

Improvement Plan

Kenton 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?

Kenton Elementary School is one of 11 elementary schools in the Kenton County School District, located in Northern Kentucky. The school is situated in the county seat of Independence. Over the past several years, Independence has become a growing community with the addition of many retail and food services. Kenton Elementary currently has an enrollment of 660 students Pre-school through 5th grade. We have approximately 45 certified staff members, with an additional 20 classified support staff. Our student population encompasses 30 percent free and reduced lunch students and 15 percent special education students. We have a very dedicated and committed group of staff members and active parent involvement. Many teachers spend his/her entire career at Kenton Elementary. Our positive behavior support program is based upon the "SMART" expectations, which children are taught at the very beginning of the school year. We have behavior blitz weeks to remind children of our procedures and reward those demonstrating school-wide expectations. Our students are given the opportunity to be involved in many extra-curricular activities, such as archery, basketball, academic team, STLP, cardio-club, Energy Wise Team, Garden Club, Volleyball, Bowling, Girls on the Run, Honor Choir, and Work Ethic Program.

School's Purpose

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

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success.

The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential, and grow to become responsible productive members of society. It is our belief that children should be challenged to their highest potential. We have high expectations for all students both academically and behaviorally. Through our Positive Behavioral Intervention and Support program students are taught expected behaviors and held accountable through school-wide incentives and reward systems. We challenge our students academically through such programs as PREP and PREP +, Response to Instruction Research Based Programs, and differentiated instruction in reading and math.

Our Family Resource Center Coordinator offers activities for both families and students throughout the school year. Children can participate in the Whiz Kids mentoring program, service activities, and parents' night out. Families are able to attend together our Fall Family Literacy Night, Readifest, Dove Beauty Workshop, All Pro Dads, iMom Workshop, and Veteran's Day Celebration.

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.

Through the course of the past several years, Kenton Elementary has moved from the 49th percentile ranking to the 83rd percentile among Kentucky state elementary schools. Kenton Elementary is currently classified as a Proficient/Progressing school with the rewards category of High Progress School. For the 2013-2014 school year Kenton improved in all areas of Achievement, Gap, Growth, and Program Review. Kenton Elementary surpassed our Annual Measurable Objective (AM0) by 6.9 points and overall improved our total score buy 10.2 points. We exhibited a 23.1% increase in the number of students scoring Proficient and Distinguished in the area of writing and had a 12 point gain in the Novice/Apprentice/Proficient/Distinguished (NAPD) calculation in the area of math. We continue to strive to make improvements with closing the Gap for free and reduced lunch students, ELL students,and students with disabilities. Specifically we would like to improve in the area of reading with our Gap students, as our Gap students scored below the district and state average in reading.

Additional Information

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

Kenton Elementary School is located in a community that is quickly changing from rural to suburban. We facilitate a positive and proactive learning environment through PBIS. Our PBIS committee has three goals: 1. Implementing an individual student behavior program focusing on multiple opportunities for students to be recognized for outstanding behavior; 2. Provide support and additional interventions for our most at risk students; and 3. Communication between school and home regarding our positive behavior program. We post important school information on our school website, as well as archiving copies of our school's newsletter. In addition, Kenton Elementary offers Hanner's Heroes mentoring, One-to-One Reading, Career Day, FRC Advisory Council, PTA, and SBDM committees.

Plan for School Improvement December 2014

Overview

Plan Name

Plan for School Improvement December 2014

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: 2 Activities: 2	Organizational	$1200
2	Tell Survey - Instructional Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$14000
3	Tell Survey - Professional Development	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Proficiency - 3rd Grade K-PREP	Objectives: 2 Strategies: 6 Activities: 6	Organizational	$6500
5	Program Reviews	Objectives: 2 Strategies: 2 Activities: 8	Organizational	$0
6	GAP-Students with Disabilities	Objectives: 1 Strategies: 6 Activities: 7	Organizational	$6000
7	Proficiency/Achievement	Objectives: 1 Strategies: 7 Activities: 14	Organizational	$400
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
9	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 54% in 2014 to 56% by 10/01/2015 as measured by Brigance.

Strategy 1:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for Kindergarten.

Category: Early Learning

Activity - Kindergarten Jump-Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/20/2015	08/07/2015	$1200	State Funds	Kindergarten Team

Strategy 2:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/13/2015	08/13/2015	$0	No Funding Required	Kindergarten Team of Teachers and Administrative Team

Goal 2: Tell Survey - Instructional Technology

Measurable Objective 1:

collaborate to provide teachers with sufficient access to instructional technology from 77.5% in 2013 to 80.9% by 05/29/2015 as measured by Tell Survey Q3.1.a.

Strategy 1:

Access to Instructional Technology - Funds will be secured to purchase technology for classroom use.

Category: Continuous Improvement

Activity - Access to Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology	07/01/2013	06/30/2015	$14000	General Fund	Principal

Goal 3: Tell Survey - Professional Development

Measurable Objective 1:

collaborate to provide teachers with sufficient resources available for professional development from 62.5% in 2013 to 65% by 05/29/2015 as measured by Tell Survey Q8.1a.

Strategy 1:

Available Resources for Teachers - Teachers will be provided professional development opportunities through work with district consultants, as needed.

Category: Professional Learning & Support

Activity - Available Resources for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate monthly and as needed in professional development opportunties provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning	07/01/2013	06/30/2015	$0	No Funding Required	The Adminstrative Team, Teachers, and District Consultants

Goal 4: Proficiency - 3rd Grade K-PREP

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 62.2% in 2014 to 66.0% by 10/01/2015 as measured by school report Next Generation Learners Achievement for 3rd grade.

Strategy 1:

System 44/Best Practices - Students needing remedial interventions in reading will participate in System 44.

Category: Continuous Improvement

Activity - System 44/Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasize small group and technology based instruction, including daily progress monitoring. | Academic Support Program | 08/25/2014 | 05/29/2015 | $1500 | General Fund | Administrative Team, System 44 and Read 180 Teachers |

Strategy 2:

Vocabulary Instruction - Students participate in weekly lessons with targeted emphasis on building vocbulary acquisition and skills.

Category: Continuous Improvement

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student participate in weekly lessons designed to build vocabulary acquisition through the use of reading passages, skill building activities, and interactive technology component.	Academic Support Program	08/25/2014	05/29/2015	$5000	General Fund	Classroom Teachers

Strategy 3:

Unit Plans for Reading - Grade level teams developed unit plans aligned to KCAS addressing all reading standards: informational text, foundational skills, literature,

writing, language, and speaking and listening.

Category: Continuous Improvement

Activity - Unit Plans for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unit plans include instruction that addresses flashbacks, vocabulary, direct instruction, formative and summative assessments, and daily RTI block. Small group instruction takes place daily based upon RIT ranges focusing on specific student instructional needs in reading.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Teaching Staff

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 47.0% in 2014 to 52.3% by 05/29/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade .

Strategy 1:

Do the Math - Students identified having areas of weakness in math will participate in small group instruction daily for Do the Math.

Category: Continuous Improvement

Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program	09/09/2013	05/30/2014	$0	General Fund	Teachers

Strategy 2:

Unit Plans for Math - Grade level teams developed unit plans aligned to KCAS addressing all standards: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry.

Category: Continuous Improvement

Activity - Unit Plans for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unit plans include instruction that addresses flashbacks, math vocabulary, direct instruction, formative and summative assessments, and daily RTI block.	Academic Support Program	08/26/2013	05/30/2014	$0	No Funding Required	Teachers

Strategy 3:

Number Talks - Students will participate in Number Talks for 10 to 15 minutes at least three times per week, at a minimum.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	District Math Consultant, Administrative Team, and Classroom Teachers

Goal 5: Program Reviews

Measurable Objective 1:

 collaborate to increase our school's arts and humanities score from 6.6 in 2014 to 8.0 by 10/01/2015 as measured by program review state report .

Strategy 1:

Instructional Strategies to Improve Arts and Humanities - All grade levels and classrooms will support the arts and humanities curriclum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Activity - Development of Rubrics and Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Special Area teachers, Administrative Team, and District Consultants

Activity - Use of Student Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Special Area Teachers, and District Consultants

Activity - Committee Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Activity - Professional Development /Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with district consultants to improve the development of formative and summative assessment for students in the area of arts and humanities.	Professional Learning	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Measurable Objective 2:

collaborate to increase our school's practical living and career studies score from 6.6 in 2014 to 8.0 average overall score by 10/01/2015 as measured by program review state report. .

Strategy 1:

Instructional Strategies to Support Practical Living and Career Studies - All grade levels and classrooms will support the practical living and career studies curriclum by

providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Activity - Development of Rubrics and Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products. | Academic Support Program | 08/25/2014 | 05/29/2015 | $0 | No Funding Required | Administrative Team, Special Area Teachers, and District Consultants |

Activity - Use of Student Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Special Area Teachers, and District Consultants

Activity - Committee Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Activity - Professional Development/Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with district consultants to improve the development of formative and summative assessment for students in the area of practical living and career studies.	Professional Learning	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Goal 6: GAP-Students with Disabilities

Measurable Objective 1:

collaborate to increase the average combined reading percentage of proficient and distinguished scores for students with disabilities from 22.5% in 2014 to 48.3% and in math from 25.0% in 2014 to 43.3% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Progress Monitoring of RTI Data - Administrative team and special education team will meet weekly to determine student needs and individual student progress.

Category: Continuous Improvement

Activity - Progress Monitoring of RTI Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Adminstrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education staff

Strategy 2:

Collaboration Between General Education and Special Education Staff - Grade level teams of teachers, including the special education teacher collaborating at that grade level, will meet weekly for PLC meetings.

Category: Professional Learning & Support

Activity - Collaboration Between General Education Staff and Special Education Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Special Education Staff, and General Education Staff

Activity - Additional Program Supports for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with mutliple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program	08/25/2014	05/29/2015	$3000	General Fund	Administrative Team and Special Education Teachers

Strategy 3:

Learning Walks - Learning walks in special education classrooms with effective feedback.

Category: Professional Learning & Support

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

| Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, and formative assessment measures. | Professional Learning | 08/25/2014 | 05/29/2015 | $0 | No Funding Required | Principal and Assistant Principal |

Strategy 4:

Text-Dependent Questions - Use of detailed explanations to answer text dependent questions.

Category: Continuous Improvement

Activity - Answering Text-Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Staff

Strategy 5:

Constructed Response - Daily practice with constructed response items.

Category: Continuous Improvement

Activity - Extended Response and Short Answer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program	08/25/2014	05/29/2015	$3000	District Funding	Adminnistrative Team and Special Education Teachers

Strategy 6:

Reading Intervention - Reading Program for Grades 1 and 2

Category: Continuous Improvement

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants

Goal 7: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 65.0%% in 2014 to 68.9%% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Use of Data to Drive Instruction - MAP, Common Assessments, K-PREP, RTI Progress Monitoring, and Daily Formative Assessments will drive instruction.

Category: Continuous Improvement

Activity - MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program	08/29/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Staff

Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Staff

Activity - Daily Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Certified Teachers

Strategy 2:

Unit Plans - Teachers will implement unit plans based upon reading and math KCAS.

Category: Continuous Improvement

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are to design daily reading and math lesson plans for 90 minutes of instruction in each area. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Staff

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize at least once weekly the SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Classroom Teachers

Strategy 3:

Family Resource Center Involvement - FRC Coordinator will collaborate with staff and community members to improve literacy and mathematics skills.

Category: Stakeholder Engagement

Activity - Fall Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement	10/07/2014	10/07/2014	$0	No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

Activity - Whiz Kids Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	10/01/2014	05/29/2015	$0	No Funding Required	FRC Coordinator

Strategy 4:

Response to Instruction - RTI groupings designed to engage and challenge students.

Category: Continuous Improvement

Activity - RTI Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunites to challenge the students to ensure academic growth takes place.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Strategy 5:

Vocabulary - Students are expected to use content vocabulary in constructed response answers.

Category: Continuous Improvement

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary instruction is ongoing as we work to post vocabulary in classrooms and require students to use content vocabulary in constructed response questions.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team, District Consultant, and Certified Teachers

Activity - Content Vocabulary in Constructed Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to use content vocabulary in constructed response questions to fomulate more detailed and thorough answers to questions.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Strategy 6:

Daily 5 - Grades 1 and 2 will implement the Daily 5 as a process to implement ELA curriculum.

Category: Continuous Improvement

Activity - Daily 5 Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specfic skills and comprehension strategies.	Academic Support Program	08/25/2014	05/29/2015	$400	District Funding	Administrative Team and Certified Teachers

Strategy 7:

Number Talks - Students use mental math and oral communication strategies to answer mathematical problems.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Administrative Team and Certified Staff

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

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

Strategy 1:

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

Category: Professional Learning & Support

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 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.	Professional Learning	01/06/2014	05/31/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Strategy 2:

Professional Learning and Support - School-wide professional learning plan developed.

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).	Professional Learning	01/06/2014	05/31/2015	$0	No Funding Required	Administrative Team and Certified Teachers

Goal 9: Wellness

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 08/31/2015 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: Professional Learning & Support

Activity - Wellness leadership development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/25/2014	05/29/2015	$0	No Funding Required	Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Instruction	Student participate in weekly lessons designed to build vocabulary acquisition through the use of reading passages, skill building activities, and interactive technology component.	Academic Support Program	08/25/2014	05/29/2015	$5000	Classroom Teachers
Do the Math	Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program	09/09/2013	05/30/2014	$0	Teachers
System 44/Best Practice	Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasize small group and technology based instruction, including daily progress monitoring.	Academic Support Program	08/25/2014	05/29/2015	$1500	Administrative Team, System 44 and Read 180 Teachers
Access to Instructional Technology	Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology	07/01/2013	06/30/2015	$14000	Principal
Additional Program Supports for Students with Disabilities	Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with mutliple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program	08/25/2014	05/29/2015	$3000	Administrative Team and Special Education Teachers
				Total	$23500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Jump-Start	Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/20/2015	08/07/2015	$1200	Kindergarten Team
				Total	$1200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Response and Short Answer	Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program	08/25/2014	05/29/2015	$3000	Admninistrative Team and Special Education Teachers
Daily 5 Reading Strategies	Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specfic skills and comprehension strategies.	Academic Support Program	08/25/2014	05/29/2015	$400	Administrative Team and Certified Teachers
				Total	$3400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-PREP Data Analysis	K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers
Progress Monitoring of RTI Data	Adminstrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program	08/25/2014	05/29/2015	$0	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education staff
PGES	Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout 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.	Professional Learning	01/06/2014	05/31/2015	$0	Administrative Team and Certified Teachers

Vocabulary Instruction	Vocabulary instruction is ongoing as we work to post vocabulary in classrooms and require students to use content vocabulary in constructed response questions.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, District Consultant, and Certified Teachers
Development of Rubrics and Effective Feedback	Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, Special Area Teachers, and District Consultants
Fall Family Literacy Night	Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement	10/07/2014	10/07/2014	$0	Literacy Committee Members, Administrators and FRC Coordinator
RTI Groupings	Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunites to challenge the students to ensure academic growth takes place.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers
Professional Development/Formative and Summative Assessment	Work with district consultants to improve the development of formative and summative assessment for students in the area of practical living and career studies.	Professional Learning	08/25/2014	05/29/2015	$0	Administrative Team, Certified Teachers, and District Consultants
Professional Development /Formative and Summative Assessment	Work with district consultants to improve the development of formative and summative assessment for students in the area of arts and humanities.	Professional Learning	08/25/2014	05/29/2015	$0	Administrative Team, Certified Teachers, and District Consultants
Kindergarten Orientation	Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/13/2015	08/13/2015	$0	Kindergarten Team of Teachers and Administrative Team
MAP Data	MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers

Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	05/31/2015	$0	Administrative Team and Certified Teachers
Content Vocabulary in Constructed Response Questions	Students will be required to use content vocabulary in constructed response questions to fomulate more detailed and thorough answers to questions.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers
Reading Intervention Program	Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants
Unit Plans for Reading	Unit plans include instruction that addresses flashbacks, vocabulary, direct instruction, formative and summative assessments, and daily RTI block. Small group instruction takes place daily based upon RIT ranges focusing on specific student instructional needs in reading.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Teaching Staff
Constructed Response	Students will utilize at least once weekly the SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program	08/25/2014	05/29/2015	$0	Classroom Teachers
Collaboration Between General Education Staff and Special Education Staff	At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, Special Education Staff, and General Education Staff
Committee Work	Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers
Unit Plans for Math	Unit plans include instruction that addresses flashbacks, math vocabulary, direct instruction, formative and summative assessments, and daily RTI block.	Academic Support Program	08/26/2013	05/30/2014	$0	Teachers
Use of Student Models	Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, Special Area Teachers, and District Consultants

Number Talks	Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Staff
Development of Rubrics and Effective Feedback	Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/25/2014	05/29/2015	$0	Special Area teachers, Administrative Team, and District Consultants
Use of Student Models	Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team, Special Area Teachers, and District Consultants
Number Talks	Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program	08/25/2014	05/29/2015	$0	District Math Consultant, Administrative Team, and Classroom Teachers
Available Resources for Teachers	Teachers participate monthly and as needed in professional development opportunities provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning	07/01/2013	06/30/2015	$0	The Adminstrative Team, Teachers, and District Consultants
RTI Progress Monitoring	Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Staff
Answering Text-Dependent Questions	Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Staff
Learning Walks	Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, and formative assessment measures.	Professional Learning	08/25/2014	05/29/2015	$0	Principal and Assistant Principal
Committee Work	Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Teachers

Common Assessments	Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program	08/29/2014	05/29/2015	$0	Administrative Team and Certified Staff
Wellness leadership development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/25/2014	05/29/2015	$0	Committee
Daily Formative Assessment	Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/25/2014	05/29/2015	$0	Certified Teachers
Lesson Plans	Teachers are to design daily reading and math lesson plans for 90 minutes of instruction in each area. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings.	Academic Support Program	08/25/2014	05/29/2015	$0	Administrative Team and Certified Staff
Whiz Kids Mentoring Program	Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	10/01/2014	05/29/2015	$0	FRC Coordinator
				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?

We are using our school report card data, as well as other data sources, to determine how to best meet the needs of all Kenton Elementary students. We continue to make improvements yearly in all areas of the state K-PREP accountability model. Kenton Elementary's percentile ranking in the state over the past three years has improved from ranking at the 78th percentile to currently in 2014 ranking at the 83rd percentile. Our achievement score is at 86.2, coming from a 77.2 in 2012. The Gap score is at 54.2, coming from 43.1 in 2012 and our Growth score is at 65.4,which has declined since 2012 when our Growth was at 71.8. In 2014, we did not meet the delivery targets within all content areas with our Gap students. Specifically, were were below the state and district averages with reading scores for our Gap population. The data does not inform us about individual areas of student strengths and weaknesses within the content areas. We also reference our Teacher Tell Survey data to determine we still have overall needs in the areas of enhancing instructional technology for both students and staff. We are hoping to collaborate to increase sufficient access to technology from a 77.5 % rating of satisfaction with technology to 80.9%. Our Tell Survey has also indicated to us our staff feels as if they need more resources in the area of professional development opportunities. We are working to improve the overall satisfaction rate from 62.5% to a 65% or higher as indicated by the next Teacher Tell Survey.

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?

For the 2013-2014 school year Kenton Elementary is classified as a Proficient/Progressing school with the rewards category of a High Progress School. K-PREP scores for the 2013-2014 school year improved overall in all areas (Achievement, Gap, Growth, and Program Review). Kenton Elementary surpassed our Annual Measurable Objective by 6.9 points. The overall K-PREP score improved by 10.2 points. An area of strength for Kenton Elementary School overall is the improvements made within the area of mathematics. Overall, our students displayed a 12 point total gain with the NAPD calculation. Another area of strength for Kenton Elementary is our work with writing. Kenton Elementary moved 23.1% of students into the category of scoring at the proficient and distinguished levels. To sustain these improvements teachers are implementing instructional units aligned to Common Core Standards. Daily lessons include focused learning targets, response to instruction, and formative assessments. Teacher instruction is based upon the use of MAP data. Interventions provide additional targeted practice and remediation. We continue to closely monitor and collect data students to track progress and make program modifications, as needed. Additional training and steps have been taken to continue to move our school-wide writing program forward. Teachers have attended professional development sessions to encourage children to write with more intentional focus and details. Grade level expectations are set and teams of teachers work together to analyze student work samples.

Opportunities for Improvement

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

Kenton has two areas in need of improvement. Our goals are to continue to close the gap between free and reduced lunch students, ELL students, and students with disabilities (Gap) as compared to the overall population, specifically in the area of reading.   According to our K-PREP Gap scores, which are 54.2, as compared to our overall achievement for the total school population, which is at 86.2, Kenton Elementary needs to make improvements in this area. As mentioned, reading is an area of concern due to the fact we have a -1.7 deficit with Gap students meeting the delivery target in reading. We plan to continue to implement a minimum of 90 minutes of daily instruction in the area of reading. Additional RTI is implemented daily in the area of reading for all students for 30 to 45 minutes daily, depending upon the grade level. Staff members are exploring how to expand our use of goal setting with more intentional student self-monitoring of progress. Teachers are receiving professional development in programs to refine high quality instruction and intervention. We are identifying children that are showing limited growth and low achievement. We work together as an administrative team to identify children below the 50th percentile in achievement and showing limited growth based upon the Measures of Academic Progress (MAP) assessment given three times per year. We review weekly progress monitoring data from research based interventions to determine if growth is taking place and amend instruction if growth and proficiency is not evident.

Conclusion

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

At Kenton Elementary we are going to continue to work with teachers through embedded PD and PLC meetings to monitor student progress and explore additional instructional resources and strategies. Our next steps are to monitor student progress and growth, specifically in the area of reading for our Gap population, which is a priority focus for teachers and the administrative team. Making sure children receive the appropriate interventions and challenging all students to meet his/her highest learning potential.   Tiered instruction takes place in a small group settings to ensure individual needs are being addressed. Kenton Elementary is a very data driven school and we rely on multiple data sources to make instructional decisions. Our students are assessed in a variety of ways throughout the school year, using such measures as K-PREP, MAP, AimsWeb, and DIBELS, to name a few. We track progress with programs such as Compass Learning, Read Naturally, Reading Intervention, and Do the Math, to name a few.

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?

PTA Board Members, SBDM Council Members, and Administrative Team Members

Relationship Building

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

Overall Rating: 2.57

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

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

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

Communications

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

Overall Rating: 2.43

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

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: 2.14

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	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: 2.5

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

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

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

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

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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 one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	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.	Some student work of various levels is exhibited in the classroom.	Novice

	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
6.	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: 2.0

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

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

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

Reflection

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

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

Kenton Elementary has very supportive families that contribute to the effectiveness of teaching and learning. We currently do not have a large ELL population. Parents do report a very welcoming environment at Kenton. Parents do receive written information monthly, at minimum, on student academic achievement. Soliciting parent feedback is an are of weakness. Parent surveys are not implement regularly. However, parents do have the opportunity to give feedback to the PTA Board, attend PTA Board meetings, monthly, provide feedback to SBDM Council members, and/or attend SBDM Council meetings monthly. Kenton Elementary does partner with a variety of community partners. Relationships are established with community partners through the FRC. The community participates in programs regularly offered through the FRC pertaining to parent education, activities, for students, and activities for families. All parents are offered parent/teacher conferences. The SBDM council members do attend training yearly and participate in school level professional development. We do offer limited information for advocates for parents of those students with disabilities and/or scoring at the novice level. Communication with all stakeholders does take place through our webpage, weekly newsletter, Twitter and Facebook accounts, and bulletin boards. Parent workshops are offered through the FRC and the SBDM Council does have a policy in regards to providing opportunities for parents to visit classrooms. We do offer a career day and career based instruction that makes use of community resources. As one can see, we have many areas of strength, but also want to continue to improve in the area of outreach to our community and families.

Report Summary

Scores By Section

Section Score
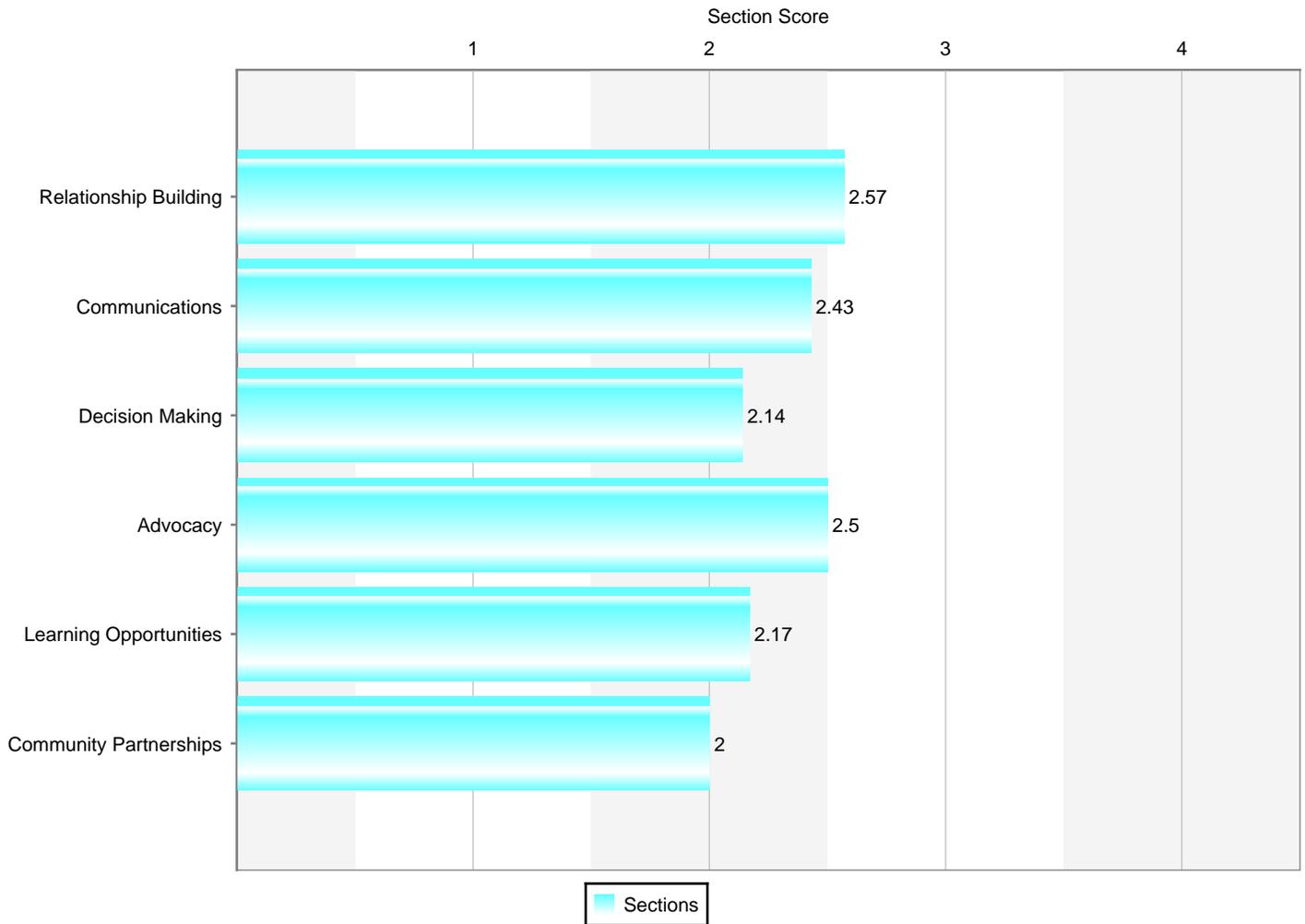
Improvement Plan Stakeholder Involvement

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.

The development of the CSIP includes a variety of stakeholders. Regularly scheduled meetings are held each month with the PTA Board and SBDM Council. During meetings the CSIP is discussed. Parent members of the PTA were able to provide feedback, which included, but was not limited to: the school environment, relationship building, decisions making, and community involvement. The SBDM council members were involved in giving specific feedback in the same areas, but also included giving feedback related to goals and objectives. Staff members and the administrative team also give regular feedback during monthly staff meetings and weekly administrative team meetings.

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

Representation from stakeholder groups that participated in the development of the improvement plan included parents, teachers, administrative team members, and community members. Each had a responsibility in giving constructive feedback towards relationship building, goals and objectives, school communication, decisions making, school community partnerships, and learning opportunities, to name a few.

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

Final improvement plan is communicated to all stakeholders by being presented at SBDM Council meetings, staff meetings, and posted on our district webpage. SBDM Council members receive monthly feedback on its progress, as well as staff members. SBDM Council meetings are open to the public for any stakeholder to attend to find out more information related to our improvement plan.

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.	No	Not applicable	

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.	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	not applicable	

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	No	not applicable	

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	not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	not applicable	

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 - Instructional Technology

Measurable Objective 1:

collaborate to provide teachers with sufficient access to instructional technology from 77.5% in 2013 to 80.9% by 05/29/2015 as measured by Tell Survey Q3.1.a.

Strategy1:

Access to Instructional Technology - Funds will be secured to purchase technology for classroom use.

Category: Continuous Improvement

Research Cited:

Activity - Access to Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology			07/01/2013	06/30/2015	$14000 - General Fund	Principal

Goal 2:

Tell Survey - Professional Development

Measurable Objective 1:

collaborate to provide teachers with sufficient resources available for professional development from 62.5% in 2013 to 65% by 05/29/2015 as measured by Tell Survey Q8.1a.

Strategy1:

Available Resources for Teachers - Teachers will be provided professional development opportunities through work with district consultants, as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Available Resources for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate monthly and as needed in professional development opportunities provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning			07/01/2013	06/30/2015	$0 - No Funding Required	The Adminstrative Team, Teachers, and District Consultants

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

Goal 1:

Proficiency - 3rd Grade K-PREP

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 62.2% in 2014 to 66.0% by

10/01/2015 as measured by school report Next Generation Learners Achievement for 3rd grade.

Strategy1:

Unit Plans for Reading - Grade level teams developed unit plans aligned to KCAS addressing all reading standards: informational text,

foundational skills, literature, writing, language, and speaking and listening.

Category: Continuous Improvement

Research Cited:

Activity - Unit Plans for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans include instruction that addresses flashbacks, vocabulary, direct instruction, formative and summative assessments, and daily RTI block. Small group instruction takes place daily based upon RIT ranges focusing on specific student instructional needs in reading.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Teaching Staff

Strategy2:

Vocabulary Instruction - Students participate in weekly lessons with targeted emphasis on building vocbulary acquisition and skills.

Category: Continuous Improvement

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student participate in weekly lessons designed to build vocabulary acquisition through the use of reading passages, skill building activities, and interactive technology component.	Academic Support Program			08/25/2014	05/29/2015	$5000 - General Fund	Classroom Teachers

Strategy3:

System 44/Best Practices - Students needing remedial interventions in reading will participate in System 44.

Category: Continuous Improvement

Research Cited:

Activity - System 44/Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasize small group and technology based instruction, including daily progress monitoring.	Academic Support Program			08/25/2014	05/29/2015	$1500 - General Fund	Administrative Team, System 44 and Read 180 Teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 47.0% in 2014 to 52.3% by

05/29/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade .

Strategy1:

Unit Plans for Math - Grade level teams developed unit plans aligned to KCAS addressing all standards: operations and algebraic thinking,

number and operations in base ten, number and operations in fractions, measurement and data, and geometry.

Category: Continuous Improvement

Research Cited:

Activity - Unit Plans for Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans include instruction that addresses flashbacks, math vocabulary, direct instruction, formative and summative assessments, and daily RTI block.	Academic Support Program			08/26/2013	05/30/2014	$0 - No Funding Required	Teachers

Strategy2:

Do the Math - Students identified having areas of weakness in math will participate in small group instruction daily for Do the Math.

Category: Continuous Improvement

Research Cited:

Activity - Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program			09/09/2013	05/30/2014	$0 - General Fund	Teachers

Strategy3:

Number Talks - Students will participate in Number Talks for 10 to 15 minutes at least three times per week, at a minimum.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	District Math Consultant, Administrative Team, and Classroom Teachers

Goal 2:

Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 65.0%% in 2014 to 68.9%% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Daily 5 - Grades 1 and 2 will implement the Daily 5 as a process to implement ELA curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Daily 5 Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specfic skills and comprehension strategies.	Academic Support Program			08/25/2014	05/29/2015	$400 - District Funding	Administrative Team and Certified Teachers

Strategy2:

Unit Plans - Teachers will implement unit plans based upon reading and math KCAS.

Category: Continuous Improvement

Research Cited:

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize at least once weekly the SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Classroom Teachers

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are to design daily reading and math lesson plans for 90 minutes of instruction in each area. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Staff

Strategy3:

Use of Data to Drive Instruction - MAP, Common Assessments, K-PREP, RTI Progress Monitoring, and Daily Formative Assessments will

drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - Daily Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Certified Teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program			08/29/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Staff

Activity - RTI Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Staff

Activity - K-PREP Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

Activity - MAP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy4:

Vocabulary - Students are expected to use content vocabulary in constructed response answers.

Category: Continuous Improvement

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary instruction is ongoing as we work to post vocabulary in classrooms and require students to use content vocabulary in constructed response questions.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, District Consultant, and Certified Teachers

Activity - Content Vocabulary in Constructed Response Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use content vocabulary in constructed response questions to fomulate more detailed and thorough answers to questions.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy5:

Response to Instruction - RTI groupings designed to engage and challenge students.

Category: Continuous Improvement

Research Cited:

Activity - RTI Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunites to challenge the students to ensure academic growth takes place.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy6:

Number Talks - Students use mental math and oral communication strategies to answer mathematical problems.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Staff

Strategy7:

Family Resource Center Involvement - FRC Coordinator will collaborate with staff and community members to improve literacy and

mathematics skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Fall Family Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement			10/07/2014	10/07/2014	$0 - No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

Activity - Whiz Kids Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program			10/01/2014	05/29/2015	$0 - No Funding Required	FRC Coordinator

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 54% in 2014 to 56% by 10/01/2015 as measured by Brigance.

Strategy1:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump-Start	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program			07/20/2015	08/07/2015	$1200 - State Funds	Kindergarten Team

Strategy2:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement			08/13/2015	08/13/2015	$0 - No Funding Required	Kindergarten Team of Teachers and Administrative Team

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 children ready (ready with enrichments and ready) for kindergarten from 54% in 2014 to 56% by

10/01/2015 as measured by Brigance.

Strategy1:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for

Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump-Start	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program			07/20/2015	08/07/2015	$1200 - State Funds	Kindergarten Team

Strategy2:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement			08/13/2015	08/13/2015	$0 - No Funding Required	Kindergarten Team of Teachers and Administrative Team

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

Goal 1:

Proficiency - 3rd Grade K-PREP

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 62.2% in 2014 to 66.0% by 10/01/2015 as measured by school report Next Generation Learners Achievement for 3rd grade.

Strategy1:

System 44/Best Practices - Students needing remedial interventions in reading will participate in System 44.

Category: Continuous Improvement

Research Cited:

Activity - System 44/Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasize small group and technology based instruction, including daily progress monitoring.	Academic Support Program			08/25/2014	05/29/2015	$1500 - General Fund	Administrative Team, System 44 and Read 180 Teachers

Strategy2:

Vocabulary Instruction - Students participate in weekly lessons with targeted emphasis on building vocbulary acquisition and skills.

Category: Continuous Improvement

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student participate in weekly lessons designed to build vocabulary acquisition through the use of reading passages, skill building activities, and interactive technology component.	Academic Support Program			08/25/2014	05/29/2015	$5000 - General Fund	Classroom Teachers

Strategy3:

Unit Plans for Reading - Grade level teams developed unit plans aligned to KCAS addressing all reading standards: informational text,

foundational skills, literature, writing, language, and speaking and listening.

Category: Continuous Improvement

Research Cited:

Activity - Unit Plans for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans include instruction that addresses flashbacks, vocabulary, direct instruction, formative and summative assessments, and daily RTI block. Small group instruction takes place daily based upon RIT ranges focusing on specific student instructional needs in reading.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Teaching Staff

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 47.0% in 2014 to 52.3% by

05/29/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade .

Strategy1:

Number Talks - Students will participate in Number Talks for 10 to 15 minutes at least three times per week, at a minimum.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	District Math Consultant, Administrative Team, and Classroom Teachers

Strategy2:

Do the Math - Students identified having areas of weakness in math will participate in small group instruction daily for Do the Math.

Category: Continuous Improvement

Research Cited:

Activity - Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program			09/09/2013	05/30/2014	$0 - General Fund	Teachers

Strategy3:

Unit Plans for Math - Grade level teams developed unit plans aligned to KCAS addressing all standards: operations and algebraic thinking,

number and operations in base ten, number and operations in fractions, measurement and data, and geometry.

Category: Continuous Improvement

Research Cited:

Activity - Unit Plans for Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans include instruction that addresses flashbacks, math vocabulary, direct instruction, formative and summative assessments, and daily RTI block.	Academic Support Program			08/26/2013	05/30/2014	$0 - No Funding Required	Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP-Students with Disabilities

Measurable Objective 1:

collaborate to increase the average combined reading percentage of proficient and distinguished scores for students with disabilities from

22.5% in 2014 to 48.3% and in math from 25.0% in 2014 to 43.3% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Progress Monitoring of RTI Data - Administrative team and special education team will meet weekly to determine student needs and

individual student progress.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring of RTI Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education staff

Strategy2:

Text-Dependent Questions - Use of detailed explanations to answer text dependent questions.

Category: Continuous Improvement

Research Cited:

Activity - Answering Text-Dependent Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Staff

Strategy3:

Learning Walks - Learning walks in special education classrooms with effective feedback.

Category: Professional Learning & Support

Research Cited:

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, and formative assessment measures.	Professional Learning			08/25/2014	05/29/2015	$0 - No Funding Required	Principal and Assistant Principal

Strategy4:

Reading Intervention - Reading Program for Grades 1 and 2

Category: Continuous Improvement

Research Cited:

Activity - Reading Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants

Strategy5:

Collaboration Between General Education and Special Education Staff - Grade level teams of teachers, including the special education

teacher collaborating at that grade level, will meet weekly for PLC meetings.

Category: Professional Learning & Support

Research Cited:

Activity - Collaboration Between General Education Staff and Special Education Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Special Education Staff, and General Education Staff

Activity - Additional Program Supports for Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with mutliple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program			08/25/2014	05/29/2015	$3000 - General Fund	Administrative Team and Special Education Teachers

Strategy6:

Constructed Response - Daily practice with constructed response items.

Category: Continuous Improvement

Research Cited:

Activity - Extended Response and Short Answer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program			08/25/2014	05/29/2015	$3000 - District Funding	Adminnistrative Team and Special Education Teachers

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

Measurable Objective 1:

collaborate to increase our school's practical living and career studies score from 6.6 in 2014 to 8.0 average overall score by 10/01/2015 as measured by program review state report. .

Strategy1:

Instructional Strategies to Support Practical Living and Career Studies - All grade levels and classrooms will support the practical living and career studies curriclum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Research Cited:

Activity - Development of Rubrics and Effective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Special Area Teachers, and District Consultants

Activity - Committee Work	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

Activity - Professional Development/Formative and Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with district consultants to improve the development of formative and summative assessment for students in the area of practical living and career studies.	Professional Learning			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Use of Student Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Special Area Teachers, and District Consultants

Measurable Objective 2:

collaborate to increase our school's arts and humanities score from 6.6 in 2014 to 8.0 by 10/01/2015 as measured by program review state report .

Strategy1:

Instructional Strategies to Improve Arts and Humanities - All grade levels and classrooms will support the arts and humanities curriclum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Research Cited:

Activity - Development of Rubrics and Effective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Special Area teachers, Administrative Team, and District Consultants

Activity - Professional Development /Formative and Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with district consultants to improve the development of formative and summative assessment for students in the area of arts and humanities.	Professional Learning			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Use of Student Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team, Special Area Teachers, and District Consultants

Activity - Committee Work	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Administrative Team and Certified Teachers

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	09/26/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	09/26/13	

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	11/06/14	

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	08/11/14	

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	09/09/14	

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		