KDE Comprehensive School

Improvement Plan

Rosspoint Elementary School

Harlan County

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TABLE OF CONTENTS

Executive Summary

2015-2016 Rosspoint Elementary School CSIP Plan

Phase I - Needs Assessment

Phase II - KDE Compliance and Accountability - Schools

Phase II - KDE Assurances - Schools

Phase I - The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

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?

Rosspoint Elementary School serves students kindergarten through 8th grade. We have about 400 students. We are located in small close knit southeastern Kentucky. We have a high rate of poverty and unemployment. Our test scores have been ranked high in our district and state. Our school has a stable teaching staff with relatively little to no turn over. Our average teacher experience is 13 to 15 years, with current administration has been the same for 9 years. In the last 3 years free and reduced students have increased.

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 faculty of Rosspoint Elementary accepts the responsibility to lead all students in obtaining knowledge, skills, self discipline, to become productive individuals in society, to foster a love for learning, and to promote creativity and self direction in all students with the awareness that all students are to be treated as individuals with unique needs, interests and abilities, and to ensure everyone a safe and secure learning environment.

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.

Rosspoint Elementary School has performed in the top 3% of state students on EXPLORE. Our Middle School was named as a School of Distinction in 2012 and in 2013 we were ranked 5 in the state. This year we were ranked Distinguished in Middle school and Proficient in Elementary school. We have been awarded top honors in Governor's Cup for the past 3 years. We have created goals with specific strategies to improve our teaching and learning. We aim to increase proficiency in math and language arts on K-PREP.

Additional Information

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

Additional information may be found in the school report card.

2015-2016 Rosspoint Elementary School CSIP Plan

Overview

Plan Name

2015-2016 Rosspoint Elementary School CSIP Plan

Plan Description

2015-2016 Rosspoint Elementary School CSIP Plan

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	2015-2016 Gap Goal: Increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	$53780
2	2015 - 2016 Next Generation Professionals - Principal Goal: Increase the percentage of effective Principals from ____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	$115000
4	2015 Kindergarten Readiness Goal	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$400
5	2015-2016 College and Career Ready: Increase the percentage of students who are College and Career Ready from 44.4% in reading / 33.3% in math to 54.4% in reading / 43.3% in math by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$8250
6	2015-2016 Next Generation Professionals- Teacher Goal: Increase the percentage of effective teachers from __ % in 2015 to __% in 2020.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$400
7	2015-2016 Novice Reduction Goal :Decrease the percentage of students scoring in the novice category 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$110000

Goal 1: 2015-2016 Gap Goal: Increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency increasing the Elementary average combined reading and math proficiency ratings in the non-duplicated gap group from an actual score of 43.6 % to the set 15-16 delivery taget of 47.4% in the elemetnary. by 10/10/2016 as measured by measured by K-PREP.

(shared) Strategy 1:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills to students.

Category: Professional Learning & Support

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0	No Funding Required	Math teachers and district staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0	No Funding Required	Saff and Teachers

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0	No Funding Required	all staff

Activity - ICURIO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0	No Funding Required	Staff

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80	General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

(shared) Strategy 2:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology, Academic Support Program	08/10/2015	05/27/2016	$3000	Grant Funds	Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology, Academic Support Program	10/01/2015	05/27/2016	$0	Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology, Academic Support Program	08/17/2015	05/20/2016	$20000	Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Technology, Academic Support Program	10/01/2015	05/27/2016	$600	General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Strategy 3:

Gear-UP - reduces barriers with students in attendance, achievement and college readiness

Category: Career Readiness Pathways

Activity - college day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
tour SEKTC and attend college day: where 15 colleges will be set up to give info and answer questions	Career Preparation/Orientation	10/15/2015	10/15/2015	$100	Grant Funds	Gear-Up specialist and 8th grade teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In school and after school tutoring sessions in math and reading to provide extra instruction and practice to move students from apprentice to proficient.	Tutoring, Academic Support Program	08/10/2015	05/02/2016	$10000	Grant Funds	Gear up specialist and ESS Staff

Activity - TI inspire Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology, Professional Learning, Academic Support Program	08/10/2015	05/27/2016	$20000	Grant Funds	Gear up specialist , 7th and 8th Math teachers

Measurable Objective 2:

demonstrate a proficiency increasing the Middle School average combined reading and math ratings in the non-duplicated gap group scores from an actual score of 56.3 % to the set 15-16 delivery taget of 66.6% in the middle school   by 05/27/2016 as measured by KPREP.

(shared) Strategy 1:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills to students.

Category: Professional Learning & Support

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0	No Funding Required	Math teachers and district staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0	No Funding Required	Saff and Teachers

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0	No Funding Required	all staff

Activity - ICURIO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0	No Funding Required	Staff

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80	General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

(shared) Strategy 2:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology, Academic Support Program	08/10/2015	05/27/2016	$3000	Grant Funds	Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology, Academic Support Program	10/01/2015	05/27/2016	$0	Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology, Academic Support Program	08/17/2015	05/20/2016	$20000	Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Technology, Academic Support Program	10/01/2015	05/27/2016	$600	General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Goal 2: 2015 - 2016 Next Generation Professionals - Principal Goal: Increase the percentage of effective Principals from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective will be set in 2015 after baseline data has been received from first year of implantation.   by 05/31/2016 as measured by a to be determined measure.

Strategy 1:

Professional Growth and Effectiveness System . - Ensure Principal is implementing PPGES.

Category: Principal PGES

Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/10/2015	05/31/2016	$0	No Funding Required	Principal

Activity - Sight Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee: success in performance standards, review of student growth goal attainment, review of PGP implementation, review of supervisor's assessment of working conditions.	Professional Learning	08/10/2015	05/31/2016	$0	No Funding Required	Superintende nt

Goal 3: 2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing and/or maintaining the average combined reading and math percent Proficient/Distinguished K-PREP scores of at least 62.25% elementary/middle from an averaged combined ES/MS actual score of 62.4% to an averaged Combined ES/MS Delivery Target by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates .

Strategy 1:

RTI - We will administer the baseline universal screener to identify low achieving students. Identified students will be pulled for small group specialized instruction with progress monitoring. RTI team will meet on a regular basis to discuss progress or lack of progress.

Category: Learning Systems

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RIT will develop an individual students plan for addressing the needs of those students.	Academic Support Program	08/03/2015	05/02/2016	$0	No Funding Required	RTI staff, teachers, and administration

Activity - Americorps Math tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be provided with small group math instructions who are identify as in need of intervention by the STAR test Data and teacher observation.   STAR data will be used to identify specific skill deficits and needed instruction. | Academic Support Program | 10/01/2015 | 05/31/2016 | $5500 | Grant Funds | Ameri Corps Tutor, Tisha Ball |

Activity - MIT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention teacher will provide small group math instruction for below level students in grades kindergarten and third grade. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills.	Academic Support Program	09/16/2015	05/31/2016	$45000	Math Achievement Fund	Melanie Fields, MIT

Activity - RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lessons will be specialized to each child's needs.	Academic Support Program	08/03/2015	05/31/2016	$50000	Read to Achieve	Sandy Lundy, RTA teacher

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student who are at risk of falling behind will be identified for individualized interventions to meet their specific target needs.	Academic Support Program	08/10/2015	05/31/2016	$3000	Title I School Improvement (ISI)	ESS staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be offered covering best practices for RTI and behavioral RTI.	Professional Learning	08/10/2015	05/31/2016	$0	No Funding Required	Administration , and Staff

Strategy 2:

Professional Development - Teachers will be provided with the opportunity to attend professional development in needed areas such as technology, blended learning, instructional process, and curriculum.

Category: Professional Learning & Support

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all staff on K-PREP testing accommodations.	Professional Learning	05/02/2016	05/31/2016	$0	No Funding Required	Teachers, principal, counselor

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development for several different technological educational programs. Topics will include: edmodo, skype, weebly, you tube, building classroom website, I-Curio,and TI Navigator.	Professional Learning, Academic Support Program	06/01/2015	05/31/2016	$0	No Funding Required	administration and staff

Strategy 3:

Program Review - The School will perform review in the areas of Art/Humanities, PLVS, Writing and Primary. The reviews will strengthen the rigor across curriculum and provide a more in-depth immersion in the core content. Writing and literacy will be a focus in all subjects areas.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0	No Funding Required	Teacher, principal, counselor

Activity - Program Review Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0	No Funding Required	all faculty

Strategy 4:

Best Practices (Technology) - Integrate digital content into the curriculum.

Category: Integrated Methods for Learning

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS staff will integrate technology into intervention lessons and use technology as another setting to practice skills in.	Academic Support Program	08/10/2015	05/31/2016	$7000	Title I School Improvement (ISI)	ESS Staff, RTI Staff, RTA Staff

Activity - Renaissance Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accelerated Reader, Accelerated Math).	Technology	08/08/2014	05/31/2016	$2500	District Funding	teachers and staff

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

Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	08/10/2015	05/31/2016	$2000	Title I Part A	teachers

Goal 4: 2015 Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the school Kindergarten Readiness actual score from 53.7% to 55.5% for the 2015-2016 school year. by 08/31/2016 as measured by the K-Screen assessment..

Strategy 1:

Collaborating with early childhood providers - Identifying and collaborating with early childhood providers to ensure effective kindergarten transition.

Category: Stakeholder Engagement

Research Cited: The strategy is recommended by KDE

Activity - Identifying and collaborating with Early Cildhood providers/families/community members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. K Screener for all students first 2 weeks of school 2. DIAL R for all students (preferably prior to school during K Enrollment) 3. Analysis of DIAL R to identify student deficiencies 3. Transition meetings in the spring prior to fall enrollment 4. Open House	Policy and Process	08/05/2015	05/10/2016	$400	Title I Part A	Kindergarten Teachers, Special Needs Teachers, Principal, Counselor

Strategy 2:

Professional Development - Kindergarten Screener : Brigance

Category: Professional Learning & Support

Activity - Brigance Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for the Kindergarten Screener Brigance	Professional Learning	06/01/2015	05/31/2016	$0	No Funding Required	Kindergarten Teachers and Administration

Goal 5: 2015-2016 College and Career Ready: Increase the percentage of students who are College and Career Ready from 44.4% in reading / 33.3% in math to 54.4% in reading / 43.3% in math by 2017.

Measurable Objective 1:

collaborate to Increase the percent of students who are College and Career ready in Elementary from 67.9% to 70.8% and in Middle School from 67.9 to 70.8.   by 05/10/2016 as measured by The percent of students that are profecient in math and reading on the KPREP exam..

Strategy 1:

College and Career Advising - Assist students in becoming informed and prepared about career and college choices and requirements.

Category: Career Readiness Pathways

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC will hold a Career Day for 6, 7 and 8th Grades. Students will receive information on a variety of career options available for them to choose from. Students will have the opportunity to talk with individuals from a variety of career fields.	Career Preparation/Orientation	08/05/2015	05/10/2016	$250	FRYSC	FRYSC Coordinator, Guidance Counselor, Academic Specialist

Activity - GEAR-UP Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear Up specialist with be working with students to provide information and advising on careers and college choices. They will also provide tutoring and academic assistance to move students to proficient in reading and math and other academic areas. It will be coordinated with Berea College. Specialist will follow students through high school graduation.	Academic Support Program	08/05/2015	05/10/2016	$8000	Grant Funds	GEAR UP Specialist

Activity - Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration and other staff will reviews academic assessments day and behavioral data as will as ILP data to determine areas of need for students in the areas of college and carer readiness advising.	Career Preparation/Orientation	08/10/2015	05/31/2016	$0	No Funding Required	Administration and Staff

Strategy 2:

Course and Assessment Alignment - Courses and assessment will be aligned to common core.

Category: Career Readiness Pathways

Activity - Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Policy and Process	08/10/2015	05/31/2016	$0	No Funding Required	All teachers and administration

Goal 6: 2015-2016 Next Generation Professionals- Teacher Goal: Increase the percentage of effective teachers from __ % in 2015 to __% in 2020.

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective will be set in 2015 after baseline data has been received from first year of implantation. by 05/10/2016 as measured by TPGES.

Strategy 1:

Professional Growth and Effectiveness System - Ensure all teachers are implementing TPGES. The strategy will be implemented using the TPGES system of

monitoring and evaluations using the county wide adopted plan.

Category: Teacher PGES

Activity - ISL Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teacher will attend KVEC Social Studies Teacher Leader Network meetings to design new social studies standards. There are 3 meetings each semester and summer sessions.	Professional Learning	08/05/2015	05/31/2016	$400	Title I Part A	Debbie Napier

Activity - Mini Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct 3 mini observations a year per teacher to assure teachers are implementing common core standards and PGES.	Academic Support Program	08/05/2015	05/10/2016	$0	No Funding Required	Principal

Activity - PG Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/04/2015	05/10/2016	$0	No Funding Required	Teachers and Principal

Strategy 2:

Professional Learning Processes - Implement a comprehensive, school-wide Professional Learning Process for TPGES components and expectations.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS, Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards set forth by TPGES	Professional Learning	08/04/2015	05/10/2016	$0	No Funding Required	Teachers and Administration

Activity - Professional Growth Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set professional growth goals based on principal observation, self-reflection and student need.	Professional Learning	08/04/2015	05/10/2016	$0	No Funding Required	Teachers and Principal

Goal 7: 2015-2016 Novice Reduction Goal :Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring in the novice category in Elementary Reading from 16.1% to 14.49%, Elementary Math from 22.6% to 20.34%, Middle Reading from 6.7% to 6.03% and Middle Math from 8.3% to 7.47%   by 05/31/2016 as measured by the Unbridled Learning formula..

Strategy 1:

RTI - We will assess students preforming at the novice level in reading and math with STAR, AVMR or Reading Recovery to find gaps in knowledge. Then they will be placed in specialized small group instruction with regular progress monitoring to insure progress is being made.

Category: Learning Systems

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with reading and/or math specialized small group instruction in addition to core instruction, who are identified as in need of intervention by STAR universal screener, novice K-PREP or teacher recommendation.	Academic Support Program	08/10/2015	05/31/2016	$100000	Grant Funds	Melanie Fields, MIT Sandy Lundy, RTA Tisha Ball, AmeriCor Tutor Classroom Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk of falling behind will be identified for individualized and/or small group interventions to meet specified target needs. ESS staff will provide math and reading practice and extra / differentiated instruction for needed and missing skills	Academic Support Program	08/24/2015	04/29/2016	$7000	Title I School Improvement (ISI)	ESS Staff

Strategy 2:

Technology - Teachers will use numerous strategies to present and practice core lessons. Technology is one of those strategies.

Category: Integrated Methods for Learning

Activity - Technology Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Technology Programs in order to support reading and mathematics achievement by providing extra practice and assessments needed to monitor progress. (STAR Early Literacy, STAR MATH, STAR Reading, Accelerated Reader, Study Island, IXL.	Technology	08/10/2015	05/31/2016	$3000	Other	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MIT	Math Intervention teacher will provide small group math instruction for below level students in grades kindergarten and third grade. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills.	Academic Support Program	09/16/2015	05/31/2016	$45000	Melanie Fields, MIT
				Total	$45000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT
IXL	Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Technology, Academic Support Program	10/01/2015	05/27/2016	$600	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.
				Total	$680	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTA	Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lessons will be specialized to each child's needs.	Academic Support Program	08/03/2015	05/31/2016	$50000	Sandy Lundy, RTA teacher
				Total	$50000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Software Programs	Teachers will utilize Technology Programs in order to support reading and mathematics achievement by providing extra practice and assessments needed to monitor progress. (STAR Early Literacy, STAR MATH, STAR Reading, Accelerated Reader, Study Island, IXL.	Technology	08/10/2015	05/31/2016	$3000	All teachers
				Total	$3000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students who are at risk of falling behind will be identified for individualized and/or small group interventions to meet specified target needs. ESS staff will provide math and reading practice and extra / differentiated instruction for needed and missing skills	Academic Support Program	08/24/2015	04/29/2016	$7000	ESS Staff
Extended School Services	Student who are at risk of falling behind will be identified for individualized interventions to meet their specific target needs.	Academic Support Program	08/10/2015	05/31/2016	$3000	ESS staff
Extended School Services	ESS staff will integrate technology into intervention lessons and use technology as another setting to practice skills in.	Academic Support Program	08/10/2015	05/31/2016	$7000	ESS Staff, RTI Staff, RTA Staff
				Total	$17000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acheivement Gap PD	Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0	all staff
Professional Development	Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0	Teacher, principal, counselor
Technology	Teachers will attend professional development for several different technological educational programs. Topics will include: edmodo, skype, weebly, you tube, building classroom website, I-Curio,and TI Navigator.	Professional Learning, Academic Support Program	06/01/2015	05/31/2016	$0	administration and staff

Advising	School administration and other staff will reviews academic assessments day and behavioral data as will as ILP data to determine areas of need for students in the areas of college and carer readiness advising.	Career Preparation/Orientation	08/10/2015	05/31/2016	$0	Administration and Staff
AccommodationsTraining	Training will be provided to all staff on K-PREP testing accommodations.	Professional Learning	05/02/2016	05/31/2016	$0	Teachers, principal, counselor
Professional Growth Goal Setting	Teachers will set professional growth goals based on principal observation, self-reflection and student need.	Professional Learning	08/04/2015	05/10/2016	$0	Teachers and Principal
Program Review Monitoring	Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0	all faculty
ICURIO	Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0	Staff
AccommodationsTraining	Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0	Saff and Teachers
RTI Meetings	School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RIT will develop an individual students plan for addressing the needs of those students.	Academic Support Program	08/03/2015	05/02/2016	$0	RTI staff, teachers, and administration
Professional Learning	Teachers will utilize CIITS, Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards set forth by TPGES	Professional Learning	08/04/2015	05/10/2016	$0	Teachers and Administration
Professional Development	Professional Development will be offered covering best practices for RTI and behavioral RTI.	Professional Learning	08/10/2015	05/31/2016	$0	Administration, and Staff
Benchmark Math Assessments	Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0	Math teachers and district staff
Standards	Teachers will utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Policy and Process	08/10/2015	05/31/2016	$0	All teachers and administration
Sight Visit	Completion of a minimum of two observations per year completed by the superintendent/designee: success in performance standards, review of student growth goal attainment, review of PGP implementation, review of supervisor's assessment of working conditions.	Professional Learning	08/10/2015	05/31/2016	$0	Superintendent
Mini Observations	Principal will conduct 3 mini observations a year per teacher to assure teachers are implementing common core standards and PGES.	Academic Support Program	08/05/2015	05/10/2016	$0	Principal
Brigance Kindergarten Screener	Professional Development for the Kindergarten Screener Brigance	Professional Learning	06/01/2015	05/31/2016	$0	Kindergarten Teachers and Administration

PG Plan	Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/04/2015	05/10/2016	$0	Teachers and Principal
Professional Growth Goals	Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/10/2015	05/31/2016	$0	Principal
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Eggs	Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology, Academic Support Program	10/01/2015	05/27/2016	$0	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist
TI inspire Calculators	The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology, Professional Learning, Academic Support Program	08/10/2015	05/27/2016	$20000	Gear up specialist , 7th and 8th Math teachers
college day	tour SEKTC and attend college day: where 15 colleges will be set up to give info and answer questions	Career Preparation/Orientation	10/15/2015	10/15/2015	$100	Gear-Up specialist and 8th grade teachers
Tutoring	In school and after school tutoring sessions in math and reading to provide extra instruction and practice to move students from apprentice to proficient.	Tutoring, Academic Support Program	08/10/2015	05/02/2016	$10000	Gear up specialist and ESS Staff
Study Island	Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology, Academic Support Program	08/10/2015	05/27/2016	$3000	Staff
Americorps Math tutor	Students will be provided with small group math instructions who are identify as in need of intervention by the STAR test Data and teacher observation. STAR data will be used to identify specific skill deficits and needed instruction.	Academic Support Program	10/01/2015	05/31/2016	$5500	Ameri Corps Tutor, Tisha Ball

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TI-Inspire Calculators	The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology, Academic Support Program	08/17/2015	05/20/2016	$20000	Technology staff, Math Teachers, Principal, Gear Up Specialist
GEAR-UP Specialist	Gear Up specialist with be working with students to provide information and advising on careers and college choices. They will also provide tutoring and academic assistance to move students to proficient in reading and math and other academic areas. It will be coordinated with Berea College. Specialist will follow students through high school graduation.	Academic Support Program	08/05/2015	05/10/2016	$8000	GEAR UP Specialist
Small Group Instruction	Students will be provided with reading and/or math specialized small group instruction in addition to core instruction, who are identified as in need of intervention by STAR universal screener, novice K-PREP or teacher recommendation.	Academic Support Program	08/10/2015	05/31/2016	$100000	Melanie Fields, MIT Sandy Lundy, RTA Tisha Ball, AmeriCor Tutor Classroom Teachers
				Total	$166600	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Software Program	Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accelerated Reader, Accelerated Math).	Technology	08/08/2014	05/31/2016	$2500	teachers and staff
				Total	$2500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Day	FRYSC will hold a Career Day for 6, 7 and 8th Grades. Students will receive information on a variety of career options available for them to choose from. Students will have the opportunity to talk with individuals from a variety of career fields.	Career Preparation/Orientation	08/05/2015	05/10/2016	$250	FRYSC Coordinator, Guidance Counselor, Academic Specialist

			Total	$250

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	08/10/2015	05/31/2016	$2000	teachers
ISL Network	Social Studies Teacher will attend KVEC Social Studies Teacher Leader Network meetings to design new social studies standards. There are 3 meetings each semester and summer sessions.	Professional Learning	08/05/2015	05/31/2016	$400	Debbie Napier
Identifying and collaborating with Early Cildhood providers/families/community members	1. K Screener for all students first 2 weeks of school 2. DIAL R for all students (preferably prior to school during K Enrollment) 3. Analysis of DIAL R to identify student deficiencies 3. Transition meetings in the spring prior to fall enrollment 4. Open House	Policy and Process	08/05/2015	05/10/2016	$400	Kindergarten Teachers, Special Needs Teachers, Principal, Counselor
				Total	$2800	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

We are trying to learn what staff, parents, and students feel are the strengths of our school and what are the weaknesses we need to improve.

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?

Strengths we noted are:

* academic focus

* family atmosphere

*caring teachers

Actions implementing to maintain

*parent math workshop

*family reading and math nights

*principal observations to observe academic common core stays strong through out the year.

Celebrate

We are a Proficient Elementary School and a Distinguished Middle School.

Opportunities for Improvement

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

Areas of needed improvement:

reporting child's progress in easy to understand language

explain common core math to parents

space

Homework assistance

We do not have much control over space but will arrange the teachers, available space to work the most efficient.

We offer parent/teacher conferences thought out the year. Parents can meet face to face to have their child's progress explained to them.

Teachers and administration are available for face-to-face or telephone conferences to discus progress and concerns.

We offer homework assistance through ESS.

Parent workshops will be offered by MIT to explain and give assistance for common core math.

Conclusion

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

We do not have much control over space but will arrange the teachers, available space to work the most efficient.

We offer parent/teacher conferences thought out the year. Parents can meet face to face to have their child's progress explained to them. Teachers and administration are available for face-to-face or telephone conferences to discus progress and concerns.

We offer homework assistance through ESS.

Parent workshops will be offered by MIT to explain and give assistance for common core math.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2015-2016 Gap Goal: Increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency increasing the Elementary average combined reading and math proficiency ratings in the non-duplicated gap group from an actual score of 43.6 % to the set 15-16 delivery taget of 47.4% in the elemetnary. by 10/10/2016 as measured by measured by K-PREP.

Strategy1:

Gear-UP - reduces barriers with students in attendance, achievement and college readiness

Category: Career Readiness Pathways

Research Cited:

Activity - college day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
tour SEKTC and attend college day: where 15 colleges will be set up to give info and answer questions	Career Preparation/ Orientation	10/15/2015	10/15/2015	$100 - Grant Funds	Gear-Up specialist and 8th grade teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In school and after school tutoring sessions in math and reading to provide extra instruction and practice to move students from apprentice to proficient.	Academic Support Program Tutoring	08/10/2015	05/02/2016	$10000 - Grant Funds	Gear up specialist and ESS Staff

Activity - TI inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Professional Learning Academic Support Program Technology	08/10/2015	05/27/2016	$20000 - Grant Funds	Gear up specialist , 7th and 8th Math teachers

Strategy2:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Research Cited:

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Academic Support Program Technology	08/17/2015	05/20/2016	$20000 - Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Academic Support Program Technology	10/01/2015	05/27/2016	$600 - General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology Academic Support Program	10/01/2015	05/27/2016	$0 - Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology Academic Support Program	08/10/2015	05/27/2016	$3000 - Grant Funds	Staff

Strategy3:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills to students.

Category: Professional Learning & Support

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80 - General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0 - No Funding Required	Saff and Teachers

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0 - No Funding Required	all staff

Activity - ICURIO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0 - No Funding Required	Staff

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0 - No Funding Required	Math teachers and district staff

Measurable Objective 2:

demonstrate a proficiency increasing the Middle School average combined reading and math ratings in the non-duplicated gap group scores from an actual score of 56.3 % to the set 15-16 delivery taget of 66.6% in the middle school   by 05/27/2016 as measured by KPREP.

Strategy1:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Research Cited:

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology Academic Support Program	08/17/2015	05/20/2016	$20000 - Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Academic Support Program Technology	10/01/2015	05/27/2016	$600 - General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology Academic Support Program	10/01/2015	05/27/2016	$0 - Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Academic Support Program Technology	08/10/2015	05/27/2016	$3000 - Grant Funds	Staff

Strategy2:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills to students.

Category: Professional Learning & Support

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80 - General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0 - No Funding Required	all staff

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0 - No Funding Required	Math teachers and district staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0 - No Funding Required	Saff and Teachers

Activity - ICURIO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0 - No Funding Required	Staff

Goal 2:

2015 - 2016 Next Generation Professionals - Principal Goal: Increase the percentage of effective Principals from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective will be set in 2015 after baseline data has been received from first year of implantation.   by 05/31/2016 as measured by a to be determined measure.

Strategy1:

Professional Growth and Effectiveness System . - Ensure Principal is implementing PPGES.

Category: Principal PGES

Research Cited:

Activity - Sight Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee: success in performance standards, review of student growth goal attainment, review of PGP implementation, review of supervisor's assessment of working conditions.	Professional Learning	08/10/2015	05/31/2016	$0 - No Funding Required	Superintendent

Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/10/2015	05/31/2016	$0 - No Funding Required	Principal

Goal 3:

2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing and/or maintaining the average combined reading and math percent Proficient/Distinguished K-PREP scores of at least 62.25% elementary/middle from an averaged combined ES/MS actual score of 62.4% to an averaged Combined ES/MS Delivery Target by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates .

Strategy1:

Professional Development - Teachers will be provided with the opportunity to attend professional development in needed areas such as technology, blended learning, instructional process, and curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development for several different technological educational programs. Topics will include: edmodo, skype, weebly, you tube, building classroom website, I-Curio,and TI Navigator.	Academic Support Program Professional Learning	06/01/2015	05/31/2016	$0 - No Funding Required	administration and staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided to all staff on K-PREP testing accommodations.	Professional Learning	05/02/2016	05/31/2016	$0 - No Funding Required	Teachers, principal, counselor

Strategy2:

Best Practices (Technology) - Integrate digital content into the curriculum.

Category: Integrated Methods for Learning

Research Cited:

Activity - Renaissance Software Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accelerated Reader, Accelerated Math).	Technology	08/08/2014	05/31/2016	$2500 - District Funding	teachers and staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will integrate technology into intervention lessons and use technology as another setting to practice skills in.	Academic Support Program	08/10/2015	05/31/2016	$7000 - Title I School Improvement (ISI)	ESS Staff, RTI Staff, RTA Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	08/10/2015	05/31/2016	$2000 - Title I Part A	teachers

Strategy3:

RTI - We will administer the baseline universal screener to identify low achieving students. Identified students will be pulled for small group specialized instruction with progress monitoring. RTI team will meet on a regular basis to discuss progress or lack of progress.

Category: Learning Systems

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student who are at risk of falling behind will be identified for individualized interventions to meet their specific target needs.	Academic Support Program	08/10/2015	05/31/2016	$3000 - Title I School Improvement (ISI)	ESS staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered covering best practices for RTI and behavioral RTI.	Professional Learning	08/10/2015	05/31/2016	$0 - No Funding Required	Administration, and Staff

Activity - Americorps Math tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with small group math instructions who are identify as in need of intervention by the STAR test Data and teacher observation. STAR data will be used to identify specific skill deficits and needed instruction.	Academic Support Program	10/01/2015	05/31/2016	$5500 - Grant Funds	Ameri Corps Tutor, Tisha Ball

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RIT will develop an individual students plan for addressing the needs of those students.	Academic Support Program	08/03/2015	05/02/2016	$0 - No Funding Required	RTI staff, teachers, and administration

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lessons will be specialized to each child's needs.	Academic Support Program	08/03/2015	05/31/2016	$50000 - Read to Achieve	Sandy Lundy, RTA teacher

Activity - MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention teacher will provide small group math instruction for below level students in grades kindergarten and third grade. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills.	Academic Support Program	09/16/2015	05/31/2016	$45000 - Math Achievement Fund	Melanie Fields, MIT

Strategy4:

Program Review - The School will perform review in the areas of Art/Humanities, PLVS, Writing and Primary. The reviews will strengthen the

rigor across curriculum and provide a more in-depth immersion in the core content. Writing and literacy will be a focus in all subjects areas.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0 - No Funding Required	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0 - No Funding Required	Teacher, principal, counselor

Goal 4:

2015 Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the school Kindergarten Readiness actual score from 53.7% to 55.5% for the 2015-2016 school year. by 08/31/2016

as measured by the K-Screen assessment..

Strategy1:

Professional Development - Kindergarten Screener : Brigance

Category: Professional Learning & Support

Research Cited:

Activity - Brigance Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for the Kindergarten Screener Brigance	Professional Learning	06/01/2015	05/31/2016	$0 - No Funding Required	Kindergarten Teachers and Administration

Strategy2:

Collaborating with early childhood providers - Identifying and collaborating with early childhood providers to ensure effective kindergarten

transition.

Category: Stakeholder Engagement

Research Cited: The strategy is recommended by KDE

Activity - Identifying and collaborating with Early Cildhood providers/families/community members	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. K Screener for all students first 2 weeks of school 2. DIAL R for all students (preferably prior to school during K Enrollment) 3. Analysis of DIAL R to identify student deficiencies 3. Transition meetings in the spring prior to fall enrollment 4. Open House	Policy and Process	08/05/2015	05/10/2016	$400 - Title I Part A	Kindergarten Teachers, Special Needs Teachers, Principal, Counselor

Goal 5:

2015-2016 College and Career Ready: Increase the percentage of students who are College and Career Ready from 44.4% in reading / 33.3% in math to 54.4% in reading / 43.3% in math by 2017.

Measurable Objective 1:

collaborate to Increase the percent of students who are College and Career ready in Elementary from 67.9% to 70.8% and in Middle School from 67.9 to 70.8.   by 05/10/2016 as measured by The percent of students that are profecient in math and reading on the KPREP exam..

Strategy1:

College and Career Advising - Assist students in becoming informed and prepared about career and college choices and requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - GEAR-UP Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear Up specialist with be working with students to provide information and advising on careers and college choices. They will also provide tutoring and academic assistance to move students to proficient in reading and math and other academic areas. It will be coordinated with Berea College. Specialist will follow students through high school graduation.	Academic Support Program	08/05/2015	05/10/2016	$8000 - Grant Funds	GEAR UP Specialist

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC will hold a Career Day for 6, 7 and 8th Grades. Students will receive information on a variety of career options available for them to choose from. Students will have the opportunity to talk with individuals from a variety of career fields.	Career Preparation/ Orientation	08/05/2015	05/10/2016	$250 - FRYSC	FRYSC Coordinator, Guidance Counselor, Academic Specialist

Activity - Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and other staff will reviews academic assessments day and behavioral data as will as ILP data to determine areas of need for students in the areas of college and carer readiness advising.	Career Preparation/ Orientation	08/10/2015	05/31/2016	$0 - No Funding Required	Administration and Staff

Strategy2:

Course and Assessment Alignment - Courses and assessment will be aligned to common core.

Category: Career Readiness Pathways

Research Cited:

Activity - Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Policy and Process	08/10/2015	05/31/2016	$0 - No Funding Required	All teachers and administration

Goal 6:

2015-2016 Next Generation Professionals- Teacher Goal: Increase the percentage of effective teachers from __ % in 2015 to __% in 2020.

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective will be set in 2015 after baseline data has been received from first year of implantation. by 05/10/2016 as measured by TPGES.

Strategy1:

Professional Learning Processes - Implement a comprehensive, school-wide Professional Learning Process for TPGES components and expectations.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS, Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards set forth by TPGES	Professional Learning	08/04/2015	05/10/2016	$0 - No Funding Required	Teachers and Administration

Activity - Professional Growth Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set professional growth goals based on principal observation, self-reflection and student need.	Professional Learning	08/04/2015	05/10/2016	$0 - No Funding Required	Teachers and Principal

Strategy2:

Professional Growth and Effectiveness System - Ensure all teachers are implementing TPGES. The strategy will be implemented using the TPGES system of monitoring and evaluations using the county wide adopted plan.

Category: Teacher PGES

Research Cited:

Activity - Mini Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will conduct 3 mini observations a year per teacher to assure teachers are implementing common core standards and PGES.	Academic Support Program	08/05/2015	05/10/2016	$0 - No Funding Required	Principal

Activity - PG Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, Tell survey, and student growth needs using 2014-2015 goals and beyond.	Professional Learning	08/04/2015	05/10/2016	$0 - No Funding Required	Teachers and Principal

Activity - ISL Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies Teacher will attend KVEC Social Studies Teacher Leader Network meetings to design new social studies standards. There are 3 meetings each semester and summer sessions.	Professional Learning	08/05/2015	05/31/2016	$400 - Title I Part A	Debbie Napier

Goal 7:

2015-2016 Novice Reduction Goal :Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring in the novice category in Elementary Reading from 16.1% to 14.49%, Elementary Math from 22.6% to 20.34%, Middle Reading from 6.7% to 6.03% and Middle Math from 8.3% to 7.47% by 05/31/2016 as measured by the Unbridled Learning formula..

Strategy1:

RTI - We will assess students preforming at the novice level in reading and math with STAR, AVMR or Reading Recovery to find gaps in knowledge. Then they will be placed in specialized small group instruction with regular progress monitoring to insure progress is being made.

Category: Learning Systems

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of falling behind will be identified for individualized and/or small group interventions to meet specified target needs. ESS staff will provide math and reading practice and extra / differentiated instruction for needed and missing skills	Academic Support Program	08/24/2015	04/29/2016	$7000 - Title I School Improvement (ISI)	ESS Staff

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with reading and/or math specialized small group instruction in addition to core instruction, who are identified as in need of intervention by STAR universal screener, novice K-PREP or teacher recommendation.	Academic Support Program	08/10/2015	05/31/2016	$100000 - Grant Funds	Melanie Fields, MIT Sandy Lundy, RTA Tisha Ball, AmeriCor Tutor Classroom Teachers

Strategy2:

Technology - Teachers will use numerous strategies to present and practice core lessons. Technology is one of those strategies.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology Programs in order to support reading and mathematics achievement by providing extra practice and assessments needed to monitor progress. (STAR Early Literacy, STAR MATH, STAR Reading, Accelerated Reader, Study Island, IXL.	Technology	08/10/2015	05/31/2016	$3000 - Other	All teachers

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

Goal 1:

2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing and/or maintaining the average combined reading and math percent Proficient/Distinguished K-PREP scores of at least 62.25% elementary/middle from an averaged combined ES/MS actual score of 62.4% to an averaged Combined ES/MS Delivery Target by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates .

Strategy1:

RTI - We will administer the baseline universal screener to identify low achieving students. Identified students will be pulled for small group specialized instruction with progress monitoring. RTI team will meet on a regular basis to discuss progress or lack of progress.

Category: Learning Systems

Research Cited:

Activity - Americorps Math tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with small group math instructions who are identify as in need of intervention by the STAR test Data and teacher observation. STAR data will be used to identify specific skill deficits and needed instruction.	Academic Support Program	10/01/2015	05/31/2016	$5500 - Grant Funds	Ameri Corps Tutor, Tisha Ball

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RIT will develop an individual students plan for addressing the needs of those students.	Academic Support Program	08/03/2015	05/02/2016	$0 - No Funding Required	RTI staff, teachers, and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered covering best practices for RTI and behavioral RTI.	Professional Learning	08/10/2015	05/31/2016	$0 - No Funding Required	Administration, and Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student who are at risk of falling behind will be identified for individualized interventions to meet their specific target needs.	Academic Support Program	08/10/2015	05/31/2016	$3000 - Title I School Improvement (ISI)	ESS staff

Activity - MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention teacher will provide small group math instruction for below level students in grades kindergarten and third grade. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills.	Academic Support Program	09/16/2015	05/31/2016	$45000 - Math Achievement Fund	Melanie Fields, MIT

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lessons will be specialized to each child's needs.	Academic Support Program	08/03/2015	05/31/2016	$50000 - Read to Achieve	Sandy Lundy, RTA teacher

Strategy2:

Professional Development - Teachers will be provided with the opportunity to attend professional development in needed areas such as

technology, blended learning, instructional process, and curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided to all staff on K-PREP testing accommodations.	Professional Learning	05/02/2016	05/31/2016	$0 - No Funding Required	Teachers, principal, counselor

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development for several different technological educational programs. Topics will include: edmodo, skype, weebly, you tube, building classroom website, I-Curio,and TI Navigator.	Academic Support Program Professional Learning	06/01/2015	05/31/2016	$0 - No Funding Required	administration and staff

Strategy3:

Best Practices (Technology) - Integrate digital content into the curriculum.

Category: Integrated Methods for Learning

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will integrate technology into intervention lessons and use technology as another setting to practice skills in.	Academic Support Program	08/10/2015	05/31/2016	$7000 - Title I School Improvement (ISI)	ESS Staff, RTI Staff, RTA Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	08/10/2015	05/31/2016	$2000 - Title I Part A	teachers

Activity - Renaissance Software Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accelerated Reader, Accelerated Math).	Technology	08/08/2014	05/31/2016	$2500 - District Funding	teachers and staff

Strategy4:

Program Review - The School will perform review in the areas of Art/Humanities, PLVS, Writing and Primary. The reviews will strengthen the

rigor across curriculum and provide a more in-depth immersion in the core content. Writing and literacy will be a focus in all subjects areas.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0 - No Funding Required	Teacher, principal, counselor

Activity - Program Review Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0 - No Funding Required	all faculty

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

Goal 1:

2015 Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the school Kindergarten Readiness actual score from 53.7% to 55.5% for the 2015-2016 school year. by 08/31/2016 as measured by the K-Screen assessment..

Strategy1:

Collaborating with early childhood providers - Identifying and collaborating with early childhood providers to ensure effective kindergarten transition.

Category: Stakeholder Engagement

Research Cited: The strategy is recommended by KDE

Activity - Identifying and collaborating with Early Cildhood providers/families/community members	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. K Screener for all students first 2 weeks of school 2. DIAL R for all students (preferably prior to school during K Enrollment) 3. Analysis of DIAL R to identify student deficiencies 3. Transition meetings in the spring prior to fall enrollment 4. Open House	Policy and Process	08/05/2015	05/10/2016	$400 - Title I Part A	Kindergarten Teachers, Special Needs Teachers, Principal, Counselor

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

Goal 1:

2015 Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the school Kindergarten Readiness actual score from 53.7% to 55.5% for the 2015-2016 school year. by 08/31/2016 as measured by the K-Screen assessment..

Strategy1:

Collaborating with early childhood providers - Identifying and collaborating with early childhood providers to ensure effective kindergarten transition.

Category: Stakeholder Engagement

Research Cited: The strategy is recommended by KDE

Activity - Identifying and collaborating with Early Cildhood providers/families/community members	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. K Screener for all students first 2 weeks of school 2. DIAL R for all students (preferably prior to school during K Enrollment) 3. Analysis of DIAL R to identify student deficiencies 3. Transition meetings in the spring prior to fall enrollment 4. Open House	Policy and Process	08/05/2015	05/10/2016	$400 - Title I Part A	Kindergarten Teachers, Special Needs Teachers, Principal, Counselor

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

Goal 1:

2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing and/or maintaining the average combined reading and math percent Proficient/Distinguished K-PREP scores of at least 62.25% elementary/middle from an averaged combined ES/MS actual score of 62.4% to an averaged Combined ES/MS Delivery Target by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates .

Strategy1:

Best Practices (Technology) - Integrate digital content into the curriculum.

Category: Integrated Methods for Learning

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	08/10/2015	05/31/2016	$2000 - Title I Part A	teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will integrate technology into intervention lessons and use technology as another setting to practice skills in.	Academic Support Program	08/10/2015	05/31/2016	$7000 - Title I School Improvement (ISI)	ESS Staff, RTI Staff, RTA Staff

Activity - Renaissance Software Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accelerated Reader, Accelerated Math).	Technology	08/08/2014	05/31/2016	$2500 - District Funding	teachers and staff

Strategy2:

Professional Development - Teachers will be provided with the opportunity to attend professional development in needed areas such as technology, blended learning, instructional process, and curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development for several different technological educational programs. Topics will include: edmodo, skype, weebly, you tube, building classroom website, I-Curio,and TI Navigator.	Professional Learning Academic Support Program	06/01/2015	05/31/2016	$0 - No Funding Required	administration and staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided to all staff on K-PREP testing accommodations.	Professional Learning	05/02/2016	05/31/2016	$0 - No Funding Required	Teachers, principal, counselor

Strategy3:

Program Review - The School will perform review in the areas of Art/Humanities, PLVS, Writing and Primary. The reviews will strengthen the rigor across curriculum and provide a more in-depth immersion in the core content. Writing and literacy will be a focus in all subjects areas.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0 - No Funding Required	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0 - No Funding Required	Teacher, principal, counselor

Strategy4:

RTI - We will administer the baseline universal screener to identify low achieving students. Identified students will be pulled for small group

specialized instruction with progress monitoring. RTI team will meet on a regular basis to discuss progress or lack of progress.

Category: Learning Systems

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered covering best practices for RTI and behavioral RTI.	Professional Learning	08/10/2015	05/31/2016	$0 - No Funding Required	Administration, and Staff

Activity - MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention teacher will provide small group math instruction for below level students in grades kindergarten and third grade. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills.	Academic Support Program	09/16/2015	05/31/2016	$45000 - Math Achievement Fund	Melanie Fields, MIT

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student who are at risk of falling behind will be identified for individualized interventions to meet their specific target needs.	Academic Support Program	08/10/2015	05/31/2016	$3000 - Title I School Improvement (ISI)	ESS staff

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RIT will develop an individual students plan for addressing the needs of those students.	Academic Support Program	08/03/2015	05/02/2016	$0 - No Funding Required	RTI staff, teachers, and administration

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lessons will be specialized to each child's needs.	Academic Support Program	08/03/2015	05/31/2016	$50000 - Read to Achieve	Sandy Lundy, RTA teacher

Activity - Americorps Math tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with small group math instructions who are identify as in need of intervention by the STAR test Data and teacher observation. STAR data will be used to identify specific skill deficits and needed instruction.	Academic Support Program	10/01/2015	05/31/2016	$5500 - Grant Funds	Ameri Corps Tutor, Tisha Ball

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2015-2016 Gap Goal: Increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency increasing the Middle School average combined reading and math ratings in the non-duplicated gap group scores from an actual score of 56.3 % to the set 15-16 delivery taget of 66.6% in the middle school   by 05/27/2016 as measured by KPREP.

Strategy1:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Technology Academic Support Program	10/01/2015	05/27/2016	$600 - General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology Academic Support Program	10/01/2015	05/27/2016	$0 - Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Technology Academic Support Program	08/17/2015	05/20/2016	$20000 - Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology Academic Support Program	08/10/2015	05/27/2016	$3000 - Grant Funds	Staff

Strategy2:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills to students.

Category: Professional Learning & Support

Research Cited:

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0 - No Funding Required	Math teachers and district staff

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80 - General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0 - No Funding Required	Saff and Teachers

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0 - No Funding Required	all staff

Activity - ICURIO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0 - No Funding Required	Staff

Measurable Objective 2:

demonstrate a proficiency increasing the Elementary average combined reading and math proficiency ratings in the non-duplicated gap group from an actual score of 43.6 % to the set 15-16 delivery taget of 47.4% in the elemetnary. by 10/10/2016 as measured by measured by K-PREP.

Strategy1:

Gear-UP - reduces barriers with students in attendance, achievement and college readiness

Category: Career Readiness Pathways

Research Cited:

Activity - college day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
tour SEKTC and attend college day: where 15 colleges will be set up to give info and answer questions	Career Preparation/ Orientation	10/15/2015	10/15/2015	$100 - Grant Funds	Gear-Up specialist and 8th grade teachers

Activity - TI inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Professional Learning Academic Support Program Technology	08/10/2015	05/27/2016	$20000 - Grant Funds	Gear up specialist , 7th and 8th Math teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In school and after school tutoring sessions in math and reading to provide extra instruction and practice to move students from apprentice to proficient.	Academic Support Program Tutoring	08/10/2015	05/02/2016	$10000 - Grant Funds	Gear up specialist and ESS Staff

Strategy2:

Professional Development - Teachers will be provided with the knowledge and training needed to present best practices strategies and skills

to students.

Category: Professional Learning & Support

Research Cited:

Activity - ICURIO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for ICURIO to increase technology use in classrooms.	Professional Learning	06/01/2015	09/23/2015	$0 - No Funding Required	Staff

Activity - AccommodationsTraining	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with accommodations training for KPREP.	Professional Learning	04/01/2016	05/27/2016	$0 - No Funding Required	Saff and Teachers

Activity - Acheivement Gap PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provided information on Achievement Gaps in test scores from 14-15. Teachers will discuss and implement strategies for closing the gaps.	Professional Learning	10/01/2015	11/27/2015	$0 - No Funding Required	all staff

Activity - Benchmark Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided for all math teachers to create and revise benchmark math assessments for k-8.	Professional Learning	07/01/2015	07/31/2015	$0 - No Funding Required	Math teachers and district staff

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary math teachers will participate in a book study for the book Teaching Number in the Classroom with 4-8 year-olds by Wright, Stanger, Stafford, and Martland facilitated by Melanie Fields, MIT	Professional Learning	11/02/2015	05/27/2016	$80 - General Fund	Primary Math Teachers; Bryan Howard, Principal; Melanie Fields, MIT

Strategy3:

Technology - Technology Best Practices - Integrate digital content into they curriculum.

Category: Teacher PGES

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will utilize study Island Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology Academic Support Program	08/10/2015	05/27/2016	$3000 - Grant Funds	Staff

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the web based IXL program to provide extra instruction, and practice for math and reading topics	Academic Support Program Technology	10/01/2015	05/27/2016	$600 - General Fund	Technology Specialist , Johnny Simpson, Janie Torstrick, Joy Branson.

Activity - TI-Inspire Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up grant purchased 90 - TI inspires calculators and the profession development for use by 7 and 8 grade students in math and science classes.	Academic Support Program Technology	08/17/2015	05/20/2016	$20000 - Grant Funds	Technology staff, Math Teachers, Principal, Gear Up Specialist

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is a web based program for kindergarten through second grade students that will be use to supplement reading instruction and give extra differentiated practice in Language Arts.	Technology Academic Support Program	10/01/2015	05/27/2016	$0 - Grant Funds	Technology Specialist, kindergarten through 2nd grade reading teachers, Gear UP specialist

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

2015- 2016 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing and/or maintaining the average combined reading and math percent Proficient/Distinguished K-PREP scores of at least 62.25% elementary/middle from an averaged combined ES/MS actual score of 62.4% to an averaged Combined ES/MS Delivery Target by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates .

Strategy1:

Program Review - The School will perform review in the areas of Art/Humanities, PLVS, Writing and Primary. The reviews will strengthen the rigor across curriculum and provide a more in-depth immersion in the core content. Writing and literacy will be a focus in all subjects areas.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will be formed for each program review and a teacher leader will lead the process. They will meet monthly to review the programs and will report their findings to SBDM quarterly. Data will also be shared with faculty.	Policy and Process	08/10/2015	05/31/2016	$0 - No Funding Required	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professinal development on Program Reviews will be offered to all staff.	Policy and Process	08/10/2015	05/23/2016	$0 - No Funding Required	Teacher, principal, counselor

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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	RTI program is research based, universal screener (Brigance for kindergarten, Star Reading and Math), Go Math and Journeys Reading Curriculum which are research based core programs.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten pre-registration and transition meetings	

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	RTA, MIT, ESS, Gear-Up, Americorp	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Open dialogue with high quality teachers when vacancies occur.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All expenditures are approved by the district Title 1 coordinator.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Classroom newsletters, Marquee out front, active PTO, Parent Portal, School Messenger, Parent Teacher Conferences at midterms, LED sign out front for announcements and student recognition	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Central office provided multiple options over the summer as well as during the year. The school will provide an additional 18 hours in areas of test score analysis, program reviews, MIT training, technology, etc.	

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	IEP, RTI, 540, MIT and RTA	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All budgets are approved by the title 1 director.	

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

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

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

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	yes	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Harlan.k12.ky.us	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators are given a job description as well as the evaluation instrument that will be used. They are under the direct supervision of the class room teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators are under the direct supervision of the class room teacher and are given a job description prior to the first day for students.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	The only duties they perform are lunch and break	

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Parents, staff, teachers, and community members

Bryan Howard, Principal

Terri Kelly, Counselor

Melanie Fields, Teacher

Peggy Bracket, FRYSC

Marlene Sargent, Parent

Lana Teshon, business owner

Relationship Building

Overall Rating: 3.43

	Statement or Question	**Response**	**Rating**
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	**Response**	**Rating**
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

	Statement or Question	**Response**	**Rating**
2.5	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**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 2.57

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

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

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

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

	Statement or Question	Response	Rating
3.5	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

Decision Making

Overall Rating: 2.29

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

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

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

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

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

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

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

Advocacy

Overall Rating: 2.67

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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**
5.5	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**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

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

Community Partnerships

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

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

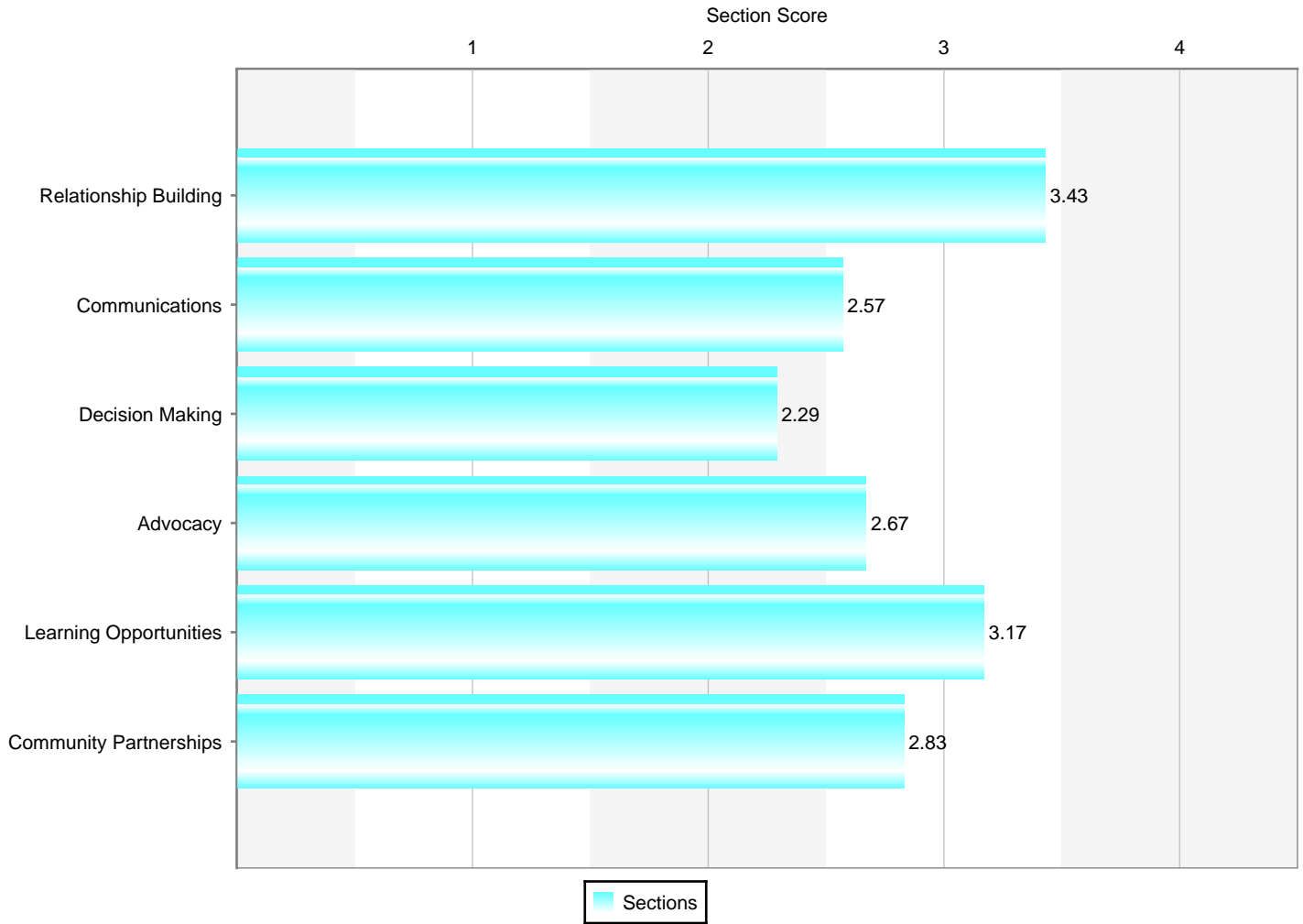|	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities,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

Reflection

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

Our strengths include relationship building and advocacy of students. Parents feel welcomed when visiting the school. Teachers and staff have developed relationships with parents and students to improve teaching and learning. Teachers have partnered with advocates of students with disabilities to improve the way our school meets the learning needs of students. We will continue to encourage parents to take part in their children's education. We as a school welcome and search for any and all support from outside organizations. Our weaknesses are communication and decision making. To improve we will find and develop new ways to communicate with parents and provide them more support.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Relationship Building			3.43	
Communications		2.57		
Decision Making		2.29		
Advocacy		2.67		
Learning Opportunities			3.17	
Community Partnerships		2.83		

Sections

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.

Surveys links were sent to staff and parents. We sent letters and e-mails to inform individuals of their roles in the development process of the improvement plan. We provided several methods and times for them to participate in the survey process.

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

All parents and staff were asked to complete the surveys however it was a choice for them whether to participate or not.

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

The plan will be submitted and viewable on-line. The completed plan will be presented in site-based council meetings with updates of any changes as needed. A copy of the plan will be available for viewing by all stakeholders at the school.

School Safety Report

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 the public school building have an 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? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	July 2015	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	July of each year	

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	August 2015	

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
8.	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
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (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
12.	Has the public school building 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	August 2015	

Label	Assurance	Response	Comment	Attachment
13.	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		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

*students need help with homework and projects from willing and capable parents and/or guardians

*truancy/ tardy

What sources of data were used to determine the barriers?

parent/guardian surveys

attendance

teacher homework logs

What are the root causes of those identified barriers?

drug epidemic

poverty

lack of parent education

children being raised by people other than parents

homeless students

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Teachers are overcoming the barriers presented to them. Teachers are growing their bank of tools and implementing them.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All students are all taught by highly qualified and field certified teachers. Students in kindergarten through third grade are placed according to parent requests and/or then divided by random draw. Teachers with little experience are given a lot of support from other more experienced teachers and administration. 2nd grade through 8th grade students all have the same teacher for each subject just at different times of day.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All students are all taught by highly qualified and field certified teachers. Students in kindergarten through third grade are placed according to parent requests and then divided by random draw. Teachers with little experience are given a lot of support from other more experienced teachers and administration. 2nd grade through 8th grade students all have the same teacher for each subject just at different times of day.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

When openings occur we have a screening interview process in which we look at experience, educational background and certification, and prior KPREP data.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

When openings occur we have a screening interview process in which we look at experience, educational background and certification, and prior KPREP data.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

School climate and culture

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Teachers with less experience are paired with a more experienced teacher in the same subject and or grade level.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Through Professional Growth Plans
pre and post observation

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

PD offered bases on results
Principal work place goal is according to the TELL Survey data

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

see goals, objectives, strategies and activities