



KDE Comprehensive School Improvement Plan

Yellow Creek School Center
Bell County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Situated in Middlesboro, Kentucky, Yellow Creek School Center is a preschool through eighth grade educational institution. Our school is comprised of approximately 572 students, 37 certified full time employees plus 2 preschool teachers, 24 classified full time employees, and 19 itinerant employees (certified and/or classified). In addition, our school clinic has 1 nurse. Within our school, we also have a family resource center, which also seeks to serve and provide supportive services to our students and families. In the past four years, we have increased our technology for students and teachers by obtaining two computer labs, mobile labs, teacher computers, active boards, document cameras, and iPads to aid with instruction and learning. Furthermore, all of our staff strives to provide the utmost educational opportunities and experience for our students.

Our ever growing and changing region has made and continues to make a rich historical mark in our area. For the most part, our town has a foundational history that dates back to the pre-Civil War era, including before Kentucky became a state. For example, our town lies within the Cumberland Gap, the trail that Daniel Boone used to navigate his way through the Cumberland Mountains. Moreover, our area offers state and national parks, hometown festivals, historical re-enactments, and a sense of community pride. Within our area, we have a community college, technical college, and a university available for inspiring our students to acquire a higher education and plan for their future career.

Our unique location has a major impact on our school's environmental community. As a direct result, we have a constant rate of transitioning students within our student population. Being a block away from the town's independent school system, bordering Tennessee and Virginia, transition with our own district, and the normal family transitioning aspects are several factors that affect our school's population and instructional outcomes.

One could surmise that we are mainly constructed of an inner city perspective with an Appalachian influence. Many of our families are grounded in the coal mining industry. Also, many of our students live within the town limits. In addition, our community continues the traditions of our Appalachian culture and thrives as a small town where everyone knows each other.

Yellow Creek School's greatest challenge for the past four years has been an explosion of our school's population. We have increased our student population by one-third compared to our status from four years ago, however, this school year we have experienced some decline. A study of movement shows that the majority of the students who transferred between school year 2014-15 and 2015-16 moved to another state. With such a tremendous growth in students, space for instruction within our building is extremely limited. Beyond the regular classroom instruction, our curriculum demands space for small group instruction for reading, math tutoring, response to intervention, mentoring, counseling, special services, and one on one tutoring. Construction to increase the size of our school to include 10 classrooms, a teacher workroom and additional bathrooms was completed in the summer of 2015 in time for the start of the new school year.

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.

Yellow Creek School Center's main purpose is to instruct and guide students to become productive and educated citizens for our community and world. Our mission at YCS is threefold: to educate, to encourage, and to engage all students to be the best they can be in order to meet their full potential as human beings. As a result of our mission, we have very high, however, appropriate expectations for each of our students. In addition, we believe that every child can learn if given the right opportunity, tools, instruction, and guidance. We want our students to become independent learners. Furthermore, we celebrate student achievement and success as well as implement an action plan to help students improve.

With our overall program and curriculum, instruction is based on the foundation of the Kentucky Core Academic Standards. Teachers have deconstructed standards, implemented research based instructional strategies, and created units, lessons, and assessments, which follow the rigor of these standards. In addition, we have implemented the state mandated program reviews to ensure that we are providing instruction to include art/humanities, practical living/careers, writing and world language across all content levels. Furthermore, we have developed a school-wide writing policy that all teachers include within their classrooms. Our program review process reflects high educational standards and expectations for our school.

In order to accomplish our purpose, vision, and mission, our school offers a wealth of educational programs to help students achieve to their fullest potential. First, all students in Kindergarten through eighth grade complete the Measures of Academic Progress (MAP) assessment three times a year as a means of monitoring student progress. This test measures achievement in reading, math, language usage and general science. Because MAP is aligned with the Kentucky Core Academic Standards, the data is used to help drive classroom instruction, RTI classes, tutoring, and corrective reading and math classes. Students also set MAP goals before testing as a means of self monitoring their own achievement and as a way for students to be aware of their own progress. In addition, our teachers and staff can be more productive and effective in targeting the academic needs of our students. After MAP is administered, immediate feedback and results are available for each student. Through this program, a report designed for each student containing specific skills needed for improvement in each content area is available to teachers. By using this report, teachers and staff can monitor each student's achievement with these specified skills and provide strategies and interventions to help students personally improve. Moreover, we recognize and award students for achievement and improvement on MAP during our MAP Recognition Program. Equally important, our MAP testing has opened a line of communication with parents, and has provided talking points pertaining to their child's growth, achievement, and academic needs.

Second, during the past four years, our school has targeted reading for student improvement in Kindergarten through eighth grade. At YCS, we understand that reading is crucial to learning, and students must read and comprehend at a high level in order to achieve in all content areas; therefore, we have implemented several programs to help our students gain skills and succeed in reading. Our core reading program, Success for All (SFA) is implemented in grades K-8. In conjunction with SFA, students in Kindergarten through third grade receive supplementary reading instruction through the Reading Mastery program and Novel Studies as part of funding from our Elgin grant. Students are selected for each additional reading program based on their current skill level in reading. With SFA and Reading Mastery, students are assessed, monitored, and placed according to their current skill level. Furthermore, intervention for targeting low achieving students in reading is provided by our staff using the program Alphie's Alley. In grades 4-8th, the Corrective Reading Program and Reading Coach are being used to target students, who are below grade level in reading. In addition, select students are assigned to an RTI reading class based on the results of their MAP assessment. Moreover, language arts teachers are currently implementing the Kentucky Core Academic Standards, and teachers have aligned units/instruction to coincide with these standards. These teachers have also attended a variety of rigorous and targeted professional development focusing on diverse instructional strategies to implement with all of our students at YCS.

Finally, all students in our school utilize the Successmaker program (computer based) for reading and math, which is designed, based on
SY 2015-2016

each student's individual needs and allows each student to progress through skill levels at their own learning pace. Reports are available to in order to monitor student progress with Successmaker. In addition to the above mentioned initiatives, we are also implementing a K-1 weekly reading program titled, Once Upon a Friday. In order to boost students interest in reading we will have parents and community partners read to K-1 students every Friday.

Third, we have targeted math as an area for student growth at our school. In Kindergarten through eighth grade, our students follow the Math In Focus curriculum. In grades 4-8 our students are participating in SFA Power Teaching which involves cooperative learning mixed with core math materials. In order to aid student math improvement and success, our school provides several additional programs besides regular classroom instruction for students. We offer corrective math to students who qualify for this program. Through our Gear Up grant, we have been able acquire a math tutoring program for our students and purchase additional supportive resources for classroom instruction. Also, we have assigned our Americorp worker to tutor low achieving students in grades 3-5 for math as well.

Last but not least, Yellow Creek School offers other opportunities for our students to succeed. During our After School Academic Academy students can receive extra support and one on one or small group tutoring for reading or math. Also, students in eighth grade are assigned a teacher mentor, coordinated through our Gear Up program, for the year, and students meet with their mentor twice a month to plan goals, discuss their future, and counsel students about their academic career. Furthermore, Gear Up sponsors a leadership team of eighth grade students who meet together to implement service projects within our school and community as well as explore various college opportunities within our area. In addition, we provide extracurricular activities after school such as: Academic Team, STLP, Art Club, various sports, cheerleading, Science Olympiad, Robotics, and a community project team. We respect the right to encourage growth and development of the whole student.

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.

Improvement for Yellow Creek School Center has been mixed for the past few years. In the last three years we have seen decline in all subject areas in Middle School and sporadic growth and decline at the elementary level. Our Middle School was rated Proficient for two consecutive years. However, in the past year our middle school dropped to a Needs Improvement Rating. The elementary school is rated as Needs Improvement - Progressing. Language and Mechanics at the elementary level has seen exceptional growth. Reading at the elementary level has seen a steady increase in achievement. Math, however, is becoming a focus. Third grade math is a noticable area for improvement as well as middle school math as a whole.

Our current 2015 KPREP state data report shows that our middle school is needs improvement; our elementary is in the needs improvement - progressing category. A majority of the data is derived from Achievement, Gap and Growth. Achievement has been up and down in the Elementary. We improved three points in 2013-14 but dropped three points in 2014-15. Middle School Achievement has declined approximately 21 points in the past three years. Gap data shows the same trend as Achievement. Growth has been an area for strength and especially in Math. Although Achievement is still low our students are showing growth in Math at the Elementary and Middle Grades levels. Students are not growing nearly as much as needed in reading at both Elementary and Middle grades.

In addition to KPREP testing, our students are evaluated three times a year using the MAP assessment as part of our Elgin grant. Various data reports for each student, class, and grade level are available for teachers to access and use when placing students into specific RTI classes in order to improve their skill levels. The Des Carte report provides a list of skills needed for each child to master, and teachers prepare lesson plans based on the skills needed for improvement for RTI classes. In addition, students use their previous MAP score or RIT to set goals for future learning, achieving, and testing.

The three areas of priority are schoolwide Math, interventions for all students including intentional tracking of Gap Group students, growth in reading and middle school reading, math, and language.

Additional Information

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

Yellow Creek School Center was established 48 years ago in Bell County, Kentucky. At that time, the school building itself was small, with no gymnasium, and an average student population as compared to other schools in our area. Currently, our building is at the beginning stages to undergo its second renovation to expand our building and instructional space due to the continued increasing numbers of our student population and educational needs. In addition, throughout the years, we have also added additional certified and classified members to our staff to accommodate not only our increased student population, but also the ever changing world of education and its expectations. Currently, we have several additional resources to extend students' educational opportunities at Yellow Creek School Center. Our school is the recipient of Gear Up, which is a college and career focused grant. Through Gear Up, our students have many opportunities to explore various colleges, attend field trips, listen to guest speakers, participate in leadership, receive mentoring, and investigate careers. Gear Up also has provided resources and materials for reading, math, and language instruction within the classroom. Our school will benefit from this grant for four more years.

Next, our school has increased technology within our building. Every classroom has an active board and document camera. In addition, we have two computer labs, two mobile labs, and several sets of active voters. Every teacher was provided an iPad to aid in instruction.

Other support services for our school include: Family Resource Center, Comprehensive Care counselor, counselor, special education services, speech therapy, visually impaired teacher, etc. Our Family Resource coordinator takes students, who qualify, to the dentist every week, which is sponsored by an Elgin grant. As part of our Elgin grant, all students receive free/reduced lunch. Furthermore, our students also receive vision and hearing screenings as well through Quality Care. Moreover, our Family Resource Center provides many students with school supplies, clothing, shoes, and weekend food bags. Some of our students receive regular counseling students from either our school assigned counselor or our Comp Care counselor. Special education services are also provided for many of our students as well. Parents are invited to read with Preschool students in our Fairy Tale Wednesday program and K-3 parents participate in Once Upon a Friday, our family/community reading program.

Last, but not least, we provide extra-curricular activities for our students, ranging from sports, cheerleading, art club, academic team, Science Olympiad, STLP, before and after school Academic Academy (tutoring), etc. We believe that if students are involved in school than they will most likely stay in school.

2015-2016 Yellow Creek School Center Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2015-2016 Yellow Creek School Center Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 32.6% in 2015 to 68.4% in 2020	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$26320
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 30.3% in 2015 to 71.0% in 2020.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$12000
3	Increase the averaged combined reading and math K-Prep scores for elementary school students from 34.0% in 2015 to 69.2% in 2020.	Objectives: 1 Strategies: 5 Activities: 14	Organizational	\$0
4	Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 31.6% in 2015 to 71.9% in 2020.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$0
5	Increase the percentage of college and career ready students from 18.9% in 2015 to 40.95% by 2020.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
6	Yellow Creek School Center will demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs in Bell County as evidenced by program review results.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every three years for teachers)	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$0
8	Yellow Creek School Center will decrease the percentage of students scoring at the novice level in Math in the non-duplicated gap group by 50% by 2020: elementary will decrease from 28.1% to 14.05% and middle will decrease 31.1% to 15.55%	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 32.6% in 2015 to 68.4% in 2020

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy 1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Category: Integrated Methods for Learning

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Special Education Staff Reading Teachers/Staf f Math Teachers/Staf f

Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Other	Math Teachers

Strategy 2:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Category: Continuous Improvement

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In order to assist students with growth in reading and math, our school implements the Successmaker program, which is a computerized instructional and skills practice program specifically designed for reading and math. By implementing Successmaker, students work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports. Primary students engage in Successmaker two to three times per week (see schedule) while the intermediate and upper grades utilize Successmaker during RTI class (see schedule).	Tutoring	08/01/2015	06/30/2016	\$0	Other	Principal Assistant Principal Teachers and Staff
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Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data and achievement, select students will attend Corrective Reading class in order to improve achievement with reading skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000	District Funding	Corrective Reading Teachers/Staf f

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students will receive math tutoring from the Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/01/2015	06/30/2016	\$19320	Other	Americorp Math Tutor

Activity - After School Academy (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	08/01/2015	06/30/2016	\$5000	District Funding	Principal Assistant Principal ESS Staff

Activity - Corrective Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who qualify will receive direct instruction using Corrective Math materials for one hour each day during the RtI period.	Direct Instruction	08/01/2015	06/30/2016	\$0	No Funding Required	Corrective Math Teacher

Strategy 3:

Parent Involvement Initiative - We will increase parent involvement within our school.

Category: Stakeholder Engagement

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal SBDM

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Activity - Progress Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of their child's progress through the following: MAP individual reporting, KPREP, six weeks grade reports. Open House will be scheduled for the 2nd Six Weeks and the 4th Six Weeks Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Elementary School Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 30.3% in 2015 to 71.0% in 2020.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy 1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Category: Integrated Methods for Learning

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Special Education Teachers Reading and Math Teachers

Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Other	Math Teachers

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/01/2015	06/30/2016	\$5000	Grant Funds	Principal Assistant Principal Middle School Staff
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Strategy 2:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Category: Integrated Methods for Learning

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Teachers/Staf f

Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/01/2015	06/30/2016	\$0	No Funding Required	Reading Coach Teachers

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data and achievement, select students will attend a corrective reading class in order to improve achievement with reading skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000	District Funding	Corrective Reading Teachers

Activity - After School Academy (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	08/01/2015	06/30/2016	\$5000	District Funding	Principal Assistant Principal ESS Staff

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Activity - Corrective Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students will receive Corrective Math instruction for one hour per day during the RtI period.	Direct Instruction	08/01/2015	06/30/2016	\$0	No Funding Required	Corrective Math Teacher

Strategy 3:

Parent Involvement Initiative - We will increase parent involvement within our school.

Category: Stakeholder Engagement

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the leadership level (SBDM, Leadership Team, Committees, etc.), the Family Friendly School Survey will be analyzed and discussed.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Principal SBDM

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of their child's progress through consistent reports: KPREP, Explore, MAP reporting, six weeks grade reports. Open House will be scheduled twice a year. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Middle School Teachers

Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary school students from 34.0% in 2015 to 69.2% in 2020.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy 1:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Category: Integrated Methods for Learning

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/01/2015	06/30/2016	\$0	No Funding Required	Library/Media Specialist, Reading Mastery Teachers

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Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Kindergarten Teachers/Staff

Activity - Targeted Grouping for Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Assistant Principal will analyze student data from MAP assessment along with classroom teachers. Staff will collaborate to group students based on ability in reading and math. Teachers will teach Rtl groups based on strengths exhibited.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Strategy 2:

Curriculum & Assessment Alignment Combined - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other - Evaluations	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal

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Yellow Creek School Center

Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend IEP Guidance Document Training to demonstrate support for our special education population at Yellow Creek School Center. Teachers will discuss, learn, and implement instructional strategies in order to meet the academic needs of our students.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Special Education Teachers, Regular Education Teachers/Staff
Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, K-5 Math Teachers
Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th Grade Math and Reading teachers will implement Success for All Cooperative learning strategies which include cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers

Strategy 3:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Category: Early Learning

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff, Parents of Kindergarten Students
Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Yellow Creek School Center

All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff
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Strategy 4:

MAP Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Category: Continuous Improvement

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, students will be assessed using the MAP assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff

Strategy 5:

Program Review Combined - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, content teachers from all disciplines and grade levels will contribute and participate as appropriated by each program review's rubric.

Category: Continuous Improvement

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning, Policy and Process	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Primary Teachers

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, World Language and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the content teachers across all disciplines.	Professional Learning, Policy and Process	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Program Review Lead Teachers, Teachers/Staff

Goal 4: Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 31.6% in 2015 to 71.9% in 2020.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Category: Integrated Methods for Learning

Activity - Targeted Grouping for Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a RTI class based on their MAP assessment scores in reading, language, and math. During RTI classes, teachers will add individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal All RTI Teachers/Staf f
Activity - Successmaker Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal RTI Teachers/Staf f
Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Teachers

Strategy 2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Category: Professional Learning & Support

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Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, and components of PGES.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Teachers
Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal
Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training in the IEP process and instructional needs of our middle school students at Yellow Creek School Center. In this training, teachers will discuss, implement, and learn about instructional strategies to meet the needs of our special education population.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Special Education Teachers, Regular Education Teachers/Staff
Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-8 Grade Math teachers will implement the Math in Focus curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal , 6-8 Math Teachers
Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-8th Grade Reading and Math Teachers will instruct using instructional strategies related to Success for All cooperative learning such as using cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, 6-8 Math and Reading Teachers

Strategy 3:

MAP Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Category: Continuous Improvement

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAP assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, MAP Coordinator, All content area teachers/staff

Goal 5: Increase the percentage of college and career ready students from 18.9% in 2015 to 40.95% by 2020.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness from 18.9% to 27.09% by 06/30/2016 as measured by School Report Card.

Strategy 1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Category: Persistence to Graduation

Activity - Gear Up Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Teacher Mentors

Activity - Transition Meeting for 8th Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Transition Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and implement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Teachers

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Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	No Funding Required	GEAR UP Academic Specialist, Technology Teacher

Activity - Career and College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College and Career Day where students will wear college t-shirts and give a presentation about a career of their choice.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Strategy 2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Category: Career Readiness Pathways

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness components.	Academic Support Program	08/01/2015	06/30/2016	\$0	Grant Funds	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Strategy 3:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Category: Professional Learning & Support

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Yellow Creek School Center

Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	08/01/2015	06/30/2016	\$0	Grant Funds	Middle School Teachers
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Goal 6: Yellow Creek School Center will demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary. World Language, and Writing Programs in Bell County as evidenced by program review results.

Measurable Objective 1:

collaborate to demonstrate proficiency in Arts and Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2016 as measured by program review results.

Strategy 1:

Program Review All - Provide information to teachers about the purpose and process of the review, the importance, and implementation.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend PLC meetings to be trained in the areas of the programs reviews. Process, purpose, and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	District Program Review Point of Contact, Principal, Program Review Lead Teachers, Teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Continue identifying and analyzing gaps in particular programs areas to determine next steps for continuous improvement.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	District Program Review Point of Contact, Principal, Program Review Leads
Activity - Analysis of Program Review Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine Rubrics used in all program reviews. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Leads
Activity - Program Review Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Friday will be designated as Program Review Friday with emphasis on each program review area on a rotation. Submissions will be turned in to Assistant Principal on the following Monday and then distributed to program review leads for analysis.	Policy and Process	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Program Review Lead Teachers, Teachers

Goal 7: Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every three years for teachers)

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/30/2018 as measured by local summary of evidence data.

Strategy 1:

Professional Growth and Effectiveness System - Principals - The PGES System will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

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Yellow Creek School Center

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supports the implementation of PPGES through principal coaching including site visits, cadre meetings, etc.	Other - Collaboration	08/01/2015	06/30/2016	\$0	No Funding Required	District PPGES Coach, District Principals
Activity - District Principal Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	District PGES POC, Principal Coach, District Principals
Activity - Professional Growth and Student Growth Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Other - Professional Growth	08/01/2015	06/30/2016	\$0	No Funding Required	District Principals
Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Other - Evaluation/Site Visits	08/01/2015	06/30/2016	\$0	No Funding Required	Superintendent/Designee

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on local summary of evidence data. by 06/30/2018 as measured by local summary of evidence data.

Strategy 1:

Professional Growth and Effectiveness System - Teachers and Other Professionals - The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Teacher PGES

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	School Leadership, Teachers, Other Professionals

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Activity - Student Growth Goal Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	10/01/2015	11/30/2015	\$0	No Funding Required	District Leadership Team, District Teachers
Activity - Peer Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Other - Collaboration	08/01/2015	06/30/2016	\$0	No Funding Required	District PGES POC, Peer Observers, Teachers
Activity - Administration Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Principals, Assistant Principals

Goal 8: Yellow Creek School Center will decrease the percentage of students scoring at the novice level in Math in the non-duplicated gap group by 50% by 2020: elementary will decrease from 28.1% to 14.05% and middle will decrease 31.1% to 15.55%

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level in the non-duplicated gap group by 10% each year for the next five years.. by 06/30/2020 as measured by KPREP testing.

Strategy 1:

Data Analysis and Planning - School leadership and teachers will analyze student assessment data to inform decisions regarding student placement, teacher placement, remediation of content, placement of students in Response to Intervention (RtI).

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School leadership will provide Professional Learning Community meetings for teachers to analyze student data after each school-wide assessment given. Teachers will discuss instructional issues, student issues, make recommendations for referrals and Response to Intervention.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	School Leadership, Teachers
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Activity - Administrative Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administration will analyze data from schoolwide assessments to make decisions about student placement, teacher RtI groupings and small group instruction.	Other - Data Analysis	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal

Strategy 2:

Design and Deliver Appropriate Instruction - Teachers will work both collaboratively and independently to design and deliver instruction based on Kentucky Core Academic Standards.

Category: Continuous Improvement

Activity - Curriculum Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in grade level and curriculum teams to design lessons based on Kentucky Core Academic Standards that use existing school programs and incorporate gap materials as needed.	Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	District Curriculum Specialists, District Principals, Teachers

Activity - Peer and Administrative Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom observations will be conducted by school administrators and peer observers. Each teacher will be observed at least once in the school year. Non-tenured teachers will be observed 3-4 times throughout the year. Also, as part of the evaluation process, lesson plans will be monitored and checked for position in the year long scope and sequence.	Other - Observations	08/01/2015	06/30/2016	\$0	No Funding Required	Principal, Assistant Principal, Peer Observers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided a school-wide assessment developed by NWEA called Measures of Academic Progress (MAP). The assessment will be administered three times per year (fall, winter and spring). Student data will be analyzed and decisions are made regarding Tier 1 instruction.	Other - School-wide Assessment	08/01/2015	06/30/2016	\$0	No Funding Required	School MAP Coordinator, Principal, Assistant Principal, Teachers

Activity - Schoolwide Math Core Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement the use of Math in Focus in grades K-8 as the core math program. The program is based on using concrete models (manipulatives), visuals, and abstract thinking to learn math. The Math in Focus program is grounded in the Kentucky Core Academic Standards.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Teachers
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Activity - Success for All Power Teaching Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades 6th, 7th and 8th grade will implement Success for All (SFA) Power Teaching Math in their instruction. Combined with Math in Focus, teachers will deliver instruction in cooperative groups using research based instructional strategies.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	6th, 7th and 8th Grade Math Teachers

Activity - Schoolwide Reading Core Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Success for All (SFA) core reading program in instruction. The SFA core reading program is grounded in the Kentucky Core Academic Standards. The program will be implemented in grades K-8 to maintain consistency.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Reading Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math and Reading Successmaker	In order to assist students with growth in reading and math, our school implements the Successmaker program, which is a computerized instructional and skills practice program specifically designed for reading and math. By implementing Successmaker, students work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports. Primary students engage in Successmaker two to three times per week (see schedule) while the intermediate and upper grades utilize Successmaker during RTI class (see schedule).	Tutoring	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Teachers and Staff
Automaticity	All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Math Teachers
Automaticity	All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Math Teachers
Math Tutoring Program	Select students will receive math tutoring from the Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/01/2015	06/30/2016	\$19320	Americorp Math Tutor
Total					\$21320	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Yellow Creek School Center

Laying the Foundation Math/ELA Training	Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/01/2015	06/30/2016	\$5000	Principal Assistant Principal Middle School Staff
Instructional Materials and Resources	Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componenets.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers
Laying the Foundation Training	Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	08/01/2015	06/30/2016	\$0	Middle School Teachers
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Academy (ESS)	Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	08/01/2015	06/30/2016	\$5000	Principal Assistant Principal ESS Staff
After School Academy (ESS)	Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	08/01/2015	06/30/2016	\$5000	Principal Assistant Principal ESS Staff
Corrective Reading	Based on student data and achievement, select students will attend Corrective Reading class in order to improve achievement with reading skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Corrective Reading Teachers/Staf f

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Corrective Reading	Based on student data and achievement, select students will attend a corrective reading class in order to improve achievement with reading skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000	Corrective Reading Teachers
Total					\$12000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Success for All Power Teaching Math	Math teachers in grades 6th, 7th and 8th grade will implement Success for All (SFA) Power Teaching Math in their instruction. Combined with Math in Focus, teachers will deliver instruction in cooperative groups using research based instructional strategies.	Academic Support Program	08/01/2015	06/30/2016	\$0	6th, 7th and 8th Grade Math Teachers
Primary Program Review	Continue identifying and analyzing gaps in particular programs areas to determine next steps for continuous improvement.	Professional Learning	08/01/2015	06/30/2016	\$0	District Program Review Point of Contact, Principal, Program Review Leads
District Principal Cadre Meetings	District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/01/2015	06/30/2016	\$0	District PGES POC, Principal Coach, District Principals
Targeted Grouping for Rtl	Principal and Assistant Principal will analyze student data from MAP assessment along with classroom teachers. Staff will collaborate to group students based on ability in reading and math. Teachers will teach Rtl groups based on strengths exhibited.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Teachers
Math and Reading Target Teams	The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Special Education Staff Reading Teachers/Staff Math Teachers/Staff
Corrective Math	Students who qualify will receive direct instruction using Corrective Math materials for one hour each day during the Rtl period.	Direct Instruction	08/01/2015	06/30/2016	\$0	Corrective Math Teacher

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Waterford Reading and Math	This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0	Kindergarten Teachers/Staff
Transition Meeting for 8th Grade	A Transition Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and implement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Teachers
Administrative Data Analysis	School Administration will analyze data from schoolwide assessments to make decisions about student placement, teacher RtI groupings and small group instruction.	Other - Data Analysis	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal
Corrective Math	Qualifying students will receive Corrective Math instruction for one hour per day during the RtI period.	Direct Instruction	08/01/2015	06/30/2016	\$0	Corrective Math Teacher
Site Visits	Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Other - Evaluation/Site Visits	08/01/2015	06/30/2016	\$0	Superintendent/Designee
Successmaker Reading and Math	Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, School Contact, Teachers, Aides
MAP Testing	Students will be provided a school-wide assessment developed by NWEA called Measures of Academic Progress (MAP). The assessment will be administered three times per year (fall, winter and spring). Student data will be analyzed and decisions are made regarding Tier 1 instruction.	Other - School-wide Assessment	08/01/2015	06/30/2016	\$0	School MAP Coordinator, Principal, Assistant Principal, Teachers
Schoolwide Reading Core Program	Teachers will implement Success for All (SFA) core reading program in instruction. The SFA core reading program is grounded in the Kentucky Core Academic Standards. The program will be implemented in grades K-8 to maintain consistency.	Academic Support Program	08/01/2015	06/30/2016	\$0	Reading Teachers
Primary Program Review	Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning, Policy and Process	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Primary Teachers
Professional Learning Communities	Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/01/2015	06/30/2016	\$0	School Leadership, Teachers, Other Professionals

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Family Friendly School Survey	At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	08/01/2015	06/30/2016	\$0	Principal Assistant Principal SBDM
Analysis of Program Review Rubrics	Examine Rubrics used in all program reviews. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	08/01/2015	06/30/2016	\$0	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Leads
Peer and Administrative Observations	Classroom observations will be conducted by school administrators and peer observers. Each teacher will be observed at least once in the school year. Non-tenured teachers will be observed 3-4 times throughout the year. Also, as part of the evaluation process, lesson plans will be monitored and checked for position in the year long scope and sequence.	Other - Observations	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Peer Observers
Brigance Screening for Kindergarten	All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/01/2015	06/30/2016	\$0	Library Media Specialist, Kindergarten Teachers/Staff, Parents of Kindergarten Students
Curriculum Professional Development	Teachers will collaborate in grade level and curriculum teams to design lessons based on Kentucky Core Academic Standards that use existing school programs and incorporate gap materials as needed.	Professional Learning	08/01/2015	06/30/2016	\$0	District Curriculum Specialists, District Principals, Teachers
Successmaker Math	Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal Assistant Principal RTI Teachers/Staff
Peer Observers	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Other - Collaboration	08/01/2015	06/30/2016	\$0	District PGES POC, Peer Observers, Teachers
IEP Guidance Document Training	Teachers will attend training in the IEP process and instructional needs of our middle school students at Yellow Creek School Center. In this training, teachers will discuss, implement, and learn about instructional strategies to meet the needs of our special education population.	Professional Learning	08/01/2015	06/30/2016	\$0	Special Education Teachers, Regular Education Teachers/Staff

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Math and Reading Successmaker	Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Teachers/Staf f
Implementation of Math in Focus	6-8 Grade Math teachers will implement the Math in Focus curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal , 6-8 Math Teachers
Implementation of Math in Focus	K-5 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, K-5 Math Teachers
Professional Growth and Student Growth Planning	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Other - Professional Growth	08/01/2015	06/30/2016	\$0	District Principals
Gear Up Mentoring	Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Teacher Mentors
IEP Guidance Document Training	Teachers will attend IEP Guidance Document Training to demonstrate support for our special education population at Yellow Creek School Center. Teachers will discuss, learn, and implement instructional strategies in order to meet the academic needs of our students.	Professional Learning	08/01/2015	06/30/2016	\$0	Special Education Teachers, Regular Education Teachers/Staf f
District Principal Coach	Supports the implementation of PPGES through principal coaching including site visits, cadre meetings, etc.	Other - Collaboration	08/01/2015	06/30/2016	\$0	District PPGES Coach, District Principals
Cooperative Learning	6-8th Grade Reading and Math Teachers will instruct using instructional strategies related to Success for All cooperative learning such as using cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Math and ELA Curriculum Specialists, 6- 8 Math and Reading Teachers

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Career and College Day	Establish a College and Career Day where students will wear college t-shirts and give a presentation about a career of their choice.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers
Family Friendly School Survey	At the leadership level (SBDM, Leadership Team, Committees, etc.), the Family Friendly School Survey will be analyzed and discussed.	Parent Involvement	08/01/2015	06/30/2016	\$0	Principal Assistant Principal SBDM
Elgin Kindergarten Early Literacy Skills Assessment	All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/01/2015	06/30/2016	\$0	Library Media Specialist, Kindergarten Teachers/Staff
MAP Assessment	As required by our Elgin grant, students will be assessed three times per year using the online MAP assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, MAP Coordinator, All content area teachers/staff
Program Review Fridays	Each Friday will be designated as Program Review Friday with emphasis on each program review area on a rotation. Submissions will be turned in to Assistant Principal on the following Monday and then distributed to program review leads for analysis.	Policy and Process	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Program Review Lead Teachers, Teachers
Reading Coach	Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/01/2015	06/30/2016	\$0	Reading Coach Teachers
Math and Reading Target Teams	The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Special Education Teachers Reading and Math Teachers

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Classroom Walkthroughs	Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal
Other Program Reviews	Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, World Language and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the content teachers across all disciplines.	Professional Learning, Policy and Process	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Program Review Lead Teachers, Teachers/Staff
MAP Assessment	Three times per year, students will be assessed using the MAP assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff
PLC Meetings	Teachers will attend PLC meetings to be trained in the areas of the programs reviews. Process, purpose, and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/01/2015	06/30/2016	\$0	District Program Review Point of Contact, Principal, Program Review Lead Teachers, Teachers
Reading Mastery	Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/01/2015	06/30/2016	\$0	Library/Media Specialist, Reading Mastery Teachers
Progress Reporting	Parents will be informed of their child's progress through the following: MAP individual reporting, KPREP, six weeks grade reports. Open House will be scheduled for the 2nd Six Weeks and the 4th Six Weeks Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Elementary School Teachers
Student Growth Goal Workshop	The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	10/01/2015	11/30/2015	\$0	District Leadership Team, District Teachers
Successmaker Reading	Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Teachers

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Professional Learning Communities	Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers
Schoolwide Math Core Program	Teachers will implement the use of Math in Focus in grades K-8 as the core math program. The program is based on using concrete models (manipulatives), visuals, and abstract thinking to learn math. The Math in Focus program is grounded in the Kentucky Core Academic Standards.	Academic Support Program	08/01/2015	06/30/2016	\$0	Teachers
Progress Reporting	Parents will be informed of their child's progress through consistent reports: KPREP, Explore, MAP reporting, six weeks grade reports. Open House will be scheduled twice a year. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0	Principal Assistant Principal Middle School Teachers
Administration Training	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachescape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/01/2015	06/30/2016	\$0	Principals, Assistant Principals
Targeted Grouping for Rtl	Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a RTI class based on their MAP assessment scores in reading, language, and math. During RTI classes, teachers will add individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal Assistant Principal All RTI Teachers/Staff
PLC Meetings	Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, and components of PGES.	Professional Learning	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Teachers
ILPs	Students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	08/01/2015	06/30/2016	\$0	GEAR UP Academic Specialist, Technology Teacher
Classroom Walkthroughs	Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other - Evaluations	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal

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Cooperative Learning	4th and 5th Grade Math and Reading teachers will implement Success for All Cooperative learning strategies which include cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers
PLC Meetings	The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Teachers
Professional Learning Communities	School leadership will provide Professional Learning Community meetings for teachers to analyze student data after each school-wide assessment given. Teachers will discuss instructional issues, student issues, make recommendations for referrals and Response to Intervention.	Professional Learning	08/01/2015	06/30/2016	\$0	School Leadership, Teachers
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Data is provided from several sources including: K-PREP, MAP, and TELL Survey.

K-PREP is the statewide testing system that assesses students once a year (last two weeks of school year) and assesses grades 3-8 in Reading, Math, Science, Social Studies, On-Demand Writing, Language and Mechanics. MAP is a testing service provided by NWEA and is available for all students grades K-8. Students are tested three times per school year in Reading, Math, Language Usage, and General Science. The TELL survey is given to all teachers every other school year and allows teachers a confidential outlet to provide detailed information about working conditions in the school.

Analysis of the KPREP data reveals that for 2014-15 our elementary school was rated as Needs Improvement - Progressing and our middle school was rated as Needs Improvement. Our overall Elementary score was 65.1 and was in the 60th percentile. Our overall Middle School score was 57.2 and was in the 34th percentile. This data is troubling due to the downward trend of achievement. Only three years ago, our middle school was rated as proficient. We are now in needs improvement without progress. As defined by our KPREP data for 2014-15, our elementary school did meet the annual measurable objective and participation rate goal. On the other hand, our middle school did not meet either goal.

In addition to KPREP testing, our students are tested three times per year using the MAP assessments as required by our Elgin grant. According to assessment data comparing student growth from the fall of 2014, many students are significantly behind grade level in reading and math. Furthermore, data reveals that again math is the area to target for improvement with our middle school students. As students partake in the MAP testing throughout the year, we will be able to track individual student growth in math and target students who need additional intervention. In order to maintain consistency and track our primary students, MAP testing is also required in Kindergarten through 2nd grade. The common area for improvement is also math. Through the analysis and the compilation of all data for our elementary and middle schools, math is considered the common area for needing improvement for all grade levels. Consequently, the data does not address several aspects relating to student achievement. The analysis of the state testing data does not provide information concerning the breakdown of specific skills pertaining to math and the grade levels highly affected. It only provides basic information about which grade levels are progressing in reading and math and a basic overview of achievement in curriculum subgroups. Our student reports based on MAP testing aid our teachers in sufficiently distinguishing each child's strengths and weaknesses in math content and skills; therefore, each child's individual math needs for improvement can be addressed through response to intervention and/or math tutoring. Also, due to our school's high rate of student transition, the data does not address student transition, previously taught standards, and if these standards are aligned with our district/state.

The TELL survey was last administered in the spring of 2015. As compared to the spring 2013 data our staff rated many areas much higher than the previous survey. There are several areas in which staff rated lower including having minimal disruptions and areas for growth with the leadership team. We have taken steps to limit disruptions in the school day with the exception of important circumstances. With a leadership team that has been in place for one school year, we believe the next survey will reflect growth in areas as staff and administration work together to improve achievement in the school. The data is glaring in the areas of administrative support and teacher resources. The TELL survey will have significant impact on a new administration while looking for areas of improvement.

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?

Analysis of the KPREP data reveals that for 2014-15 our strongest area tested was Language and Writing in the Elementary school. At the elementary level our students scored at the Proficient/Distinguished level in On-Demand Writing at a much higher rate than the state level. YCS had 60.4% of students score P/D at the 5th grade level while only 43.8 scored at that same level in state accountability. Also, in the area of Language and Mechanics, 69.7% of our 4th graders scored Proficient/Distinguished compared to 55.6 at the state level.

In addition to KPREP testing, our students are tested three times per year using the MAP assessments as required by our Elgin grant. According to assessment data comparing student growth from the fall of 2014 to spring of 2015, several grade levels have shown a percentage of student growth in math to amount of students testing on or above grade level.. Furthermore, data reveals that again math is the area to target for improvement with our middle school students. As students partake in the MAP testing throughout the year, we will be able to track individual student growth in math and target students who need additional intervention.

Our elementary school is also required to partake in the MAP testing three times a year according to the Elgin grant. The comparison data for fall 2014 to spring 2015 shows that our males in third through fifth grades have achieved above 20% growth in math. While this growth significant, math is still an area in need of improvement.

The glaring information is that we have very few areas for strength. However, our Writing and Language teacher uses previous KPREP and MAP data to raise expectations for all students. We track students who did not meet the proficient/distinguished level on KPREP using MAP and classroom data. Parent communication is increasing and students are not allowed to "fall through the cracks".

Opportunities for Improvement

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

According to the analysis of KPREP and MAP assessment, math is an overall area in need of improvement and both Elementary and Middle Schools. In the Elementary School, Achievement has decreased in Reading in each grade level. In the Middle School, Reading, Math, Social Studies, Writing and Language/Mechanics are areas for improvement. Data shows that each area had a drop in achievement from 2013-2014 to 2014-2015.

Currently, Yellow Creek School has implemented several ways to address the area of math across each grade level. Based on the 2015-2016 schedule math is now taught at each grade level by the homeroom teacher at the beginning of the day. Each math class in the primary grades was provided additional class time. We believe this will increase collaboration and achievement because Math will be taught at the beginning of the day instead of throughout and possibly the end of the day. Our school is also implementing comprehensive data analysis in all subject areas. Teachers analyze student data on classroom assessments and MAP assessments. Administration uses results of each MAP assessment to target students for intervention and acceleration. Our schedule allows for a 50 minute RtI period. Students are placed in similar ability groups based on previous KPREP performance and MAP assessment results. Teachers can target deficient skills and provide remediation/enhancement. Students are also targeted for small group instruction during the school day for the lowest performing students. Yellow Creek School Center is in

the second year of implementation of Math in Focus which is commonly known as Singapore Math, which is aligned with the Kentucky Core Academic Standards and provides RTI lessons for additional instruction in order to meet student needs. In grades 4-8 students are exposed to SFA Power Teaching in Math and Reading, which allows students to work in cooperative groups. Next, all grade level math classes will practice automaticity and track student progress. Data and documentation of automaticity is collected on a regular basis, evaluated, and reported to administration. In addition, students will have opportunities to improve their individualized math skills through the implementation of the computer based Successmaker Math program in small groups. Through this ability based program, students can improve their math skills at their own level and pace as well as be tracked through progress monitoring reports available to teachers. After school tutoring has been expanded due to our deficits in math. Transportation is also being provided to allow more student the opportunity to attend.. Our Gear Up grant has funded our corrective math program, which provides intervention, for our elementary and middle grades. In addition, Gear Up has provided a math tutor to work directly with students in elementary and middle school who need additional instruction and correction in math. Our Americorp program works with small groups of students in grades three through six to also provide additional instructional support in math. MAP testing for all students in Kindergarten through eighth grade is required three times per year as required by our Elgin grant. Consequently, this is a universal screening used specifically to track student progress in several subject areas including math. As a result, teachers can access student data, analyze this data, set goals for improvement with the student, target students for math intervention, and create an individualized set of skills for each student to progress and master; therefore, the teacher can appropriately and effectively address each student's needs with math skills. Last, Yellow Creek School teachers work on a professional level to increase student achievement and growth in math. Our math teachers continue to work in conjunction with our math curriculum specialist to improve knowledge and instructional strategies in order to benefit student growth. Also, math teachers have attended professional development specified for their content area. For example, our middle school math teacher attended the Laying the Foundation training offered by NMSI. In addition, our math teachers collaborate with one another to share materials, instructional strategies, and information regarding student success in math.

Conclusion

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

To sum it up, our teachers and staff are working diligently to improve the area of math at Yellow Creek School Center. Math has been an area of concern at our school over the past few years. Overall changes of the Kentucky Core Academic Standards in math, revision of the district math curriculum and units, and data analysis of math assessments continue to be a work in progress for our school. Due to the recent changes of our math standards, we understand that we must be proactive in order to close achievement gaps with our students. We believe that a firm foundation of math skills must first be achieved and retained in order for students to build on higher level math skills and progress to the appropriate level and expectations. Our next steps to achieve higher math scores and increase student success include several avenues. The math programs and intervention opportunities currently in place will continue because of marked success at this time. Professional development offered specifically for math tailored for our school and student needs will be offered for our teachers and staff. Also, analysis of our math assessment data (state testing, MAP, formative/summative assessments, etc.) will be used to plan research based instructional strategies, target individual student intervention, and track student progress. The addition of classrooms to our building this year will provide more space for learning; extend our available technology, and possible additional staff helping to reducing the teacher/student ratio. Furthermore, our Gear Up grant will continue to purchase math resources that are aligned with the current standards. Equally important, our school will seek additional help from our district's math curriculum specialist. Through the implementation of these next steps, it is our vision that our students will gain the necessary math skills to show improvement at our school.

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:

Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every three years for teachers)

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/30/2018 as measured by local summary of evidence data.

Strategy1:

Professional Growth and Effectiveness System - Principals - The PGES System will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

Research Cited:

Activity - Professional Growth and Student Growth Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Other - Professional Growth	08/01/2015	06/30/2016	\$0 - No Funding Required	District Principals

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAP Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based

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assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAP assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff

Strategy2:

Curriculum & Assessment Alignment Combined - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Category: Professional Learning & Support

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th Grade Math and Reading teachers will implement Success for All Cooperative learning strategies which include cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers

Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, K-5 Math Teachers

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

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Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other - Evaluations	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal

Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend IEP Guidance Document Training to demonstrate support for our special education population at Yellow Creek School Center. Teachers will discuss, learn, and implement instructional strategies in order to meet the academic needs of our students.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Special Education Teachers, Regular Education Teachers/Staff

Strategy3:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Category: Integrated Methods for Learning

Research Cited:

Activity - Small Group Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest performing students on MAP assessments will be provided time in the day to be provided small group instruction using SuccessMaker Reading and Math.	Tutoring	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Assistants, Teachers

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/01/2015	06/30/2016	\$1000 - District Funding	Principal, Assistant Principal, Corrective Reading Teachers

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Corrective Math Teachers

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Library/Media Specialist, Reading Mastery Teachers

Activity - Targeted Grouping for Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will analyze student data from MAP assessment along with classroom teachers. Staff will collaborate to group students based on ability in reading and math. Teachers will teach Rtl groups based on strengths exhibited.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Alphonse's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/26/2014	05/29/2015	\$0 - No Funding Required	SFA Coordinator Tutors

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/01/2015	06/30/2016	\$5500 - Other	Principal, Assistant Principal, Americorp Math Tutor

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers/Staff

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Goal 2:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Category: Professional Learning & Support

Research Cited:

Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6-8 Grade Math teachers will implement the Math in Focus curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal , 6-8 Math Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6-8th Grade Reading and Math Teachers will instruct using instructional strategies related to Success for All cooperative learning such as using cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, 6-8 Math and Reading Teachers

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, and components of PGES.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal

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Yellow Creek School Center

Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend training in the IEP process and instructional needs of our middle school students at Yellow Creek School Center. In this training, teachers will discuss, implement, and learn about instructional strategies to meet the needs of our special education population.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Special Education Teachers, Regular Education Teachers/Staff

Strategy2:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Category: Integrated Methods for Learning

Research Cited:

Activity - Targeted Grouping for Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a RTI class based on their MAP assessment scores in reading, language, and math. During RTI classes, teachers will add individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal All RTI Teachers/Staff

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Teachers

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal RTI Teachers/Staff

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Corrective Math Teachers/Staff

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	08/26/2014	05/29/2015	\$0 - No Funding Required	Principal Assistant Principal Corrective Reading Teachers/Staff

Strategy3:

MAP Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Category: Continuous Improvement

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAP assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, MAP Coordinator, All content area teachers/staff

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Category: Early Learning

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff, Parents of Kindergarten Students

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Category: Continuous Improvement

Research Cited:

Activity - Alpie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alpie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/01/2015	06/30/2016	\$0 - Other	SFA Coordinator SFA Tutoring Staff

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to assist students with growth in reading and math, our school implements the Successmaker program, which is a computerized instructional and skills practice program specifically designed for reading and math. By implementing Successmaker, students work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports. Primary students engage in Successmaker two to three times per week (see schedule) while the intermediate and upper grades utilize Successmaker during RTI class (see schedule).	Tutoring	08/01/2015	06/30/2016	\$0 - Other	Principal Assistant Principal Teachers and Staff

Strategy2:

Parent Involvement Initiative - We will increase parent involvement within our school.

Category: Stakeholder Engagement

Research Cited:

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through the following: MAP individual reporting, KPREP, six weeks grade reports. Open House will be scheduled for the 2nd Six Weeks and the 4th Six Weeks Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Elementary School Teachers

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal SBDM

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Category: Early Learning

Research Cited:

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff, Parents of Kindergarten Students

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Library Media Specialist, Kindergarten Teachers/Staff

Strategy2:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Category: Integrated Methods for Learning

Research Cited:

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

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Yellow Creek School Center

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Library/Media Specialist, Reading Mastery Teachers

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers/Staff

Activity - Alphonse's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/26/2014	05/29/2015	\$0 - No Funding Required	SFA Coordinator Tutors

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum & Assessment Alignment Combined - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th Grade Math and Reading teachers will implement Success for All Cooperative learning strategies which include cooperative grouping and teamwork.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other - Evaluations	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, K-5 Math Teachers

Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend IEP Guidance Document Training to demonstrate support for our special education population at Yellow Creek School Center. Teachers will discuss, learn, and implement instructional strategies in order to meet the academic needs of our students.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Special Education Teachers, Regular Education Teachers/Staff

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Strategy2:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Small Group Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest performing students on MAP assessments will be provided time in the day to be provided small group instruction using SuccessMaker Reading and Math.	Tutoring	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Assistants, Teachers

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Library/Media Specialist, Reading Mastery Teachers

Activity - Targeted Grouping for Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will analyze student data from MAP assessment along with classroom teachers. Staff will collaborate to group students based on ability in reading and math. Teachers will teach Rtl groups based on strengths exhibited.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/01/2015	06/30/2016	\$5500 - Other	Principal, Assistant Principal, Americorp Math Tutor

Strategy3:

MAP Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAP assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Category: Continuous Improvement

Research Cited:

Activity - After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	08/01/2015	06/30/2016	\$5000 - District Funding	Principal Assistant Principal ESS Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend Corrective Reading class in order to improve achievement with reading skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000 - District Funding	Corrective Reading Teachers/Staff

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Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify will receive direct instruction using Corrective Math materials for one hour each day during the RtI period.	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Corrective Math Teacher

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/01/2015	06/30/2016	\$19320 - Other	Americorp Math Tutor

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to assist students with growth in reading and math, our school implements the Successmaker program, which is a computerized instructional and skills practice program specifically designed for reading and math. By implementing Successmaker, students work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports. Primary students engage in Successmaker two to three times per week (see schedule) while the intermediate and upper grades utilize Successmaker during RTI class (see schedule).	Tutoring	08/01/2015	06/30/2016	\$0 - Other	Principal Assistant Principal Teachers and Staff

Activity - Alphonse's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphonse's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/01/2015	06/30/2016	\$0 - Other	SFA Coordinator SFA Tutoring Staff

Strategy2:

Parent Involvement Initiative - We will increase parent involvement within our school.

Category: Stakeholder Engagement

Research Cited:

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through the following: MAP individual reporting, KPREP, six weeks grade reports. Open House will be scheduled for the 2nd Six Weeks and the 4th Six Weeks Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Elementary School Teachers

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Yellow Creek School Center

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal SBDM

Strategy3:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Category: Integrated Methods for Learning

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Special Education Staff Reading Teachers/Staff Math Teachers/Staff

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000 - Other	Math Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/01/2015	06/30/2016	\$0 - No Funding Required	Reading Coach Teachers

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students will receive Corrective Math instruction for one hour per day during the RtI period.	Direct Instruction	08/01/2015	06/30/2016	\$0 - No Funding Required	Corrective Math Teacher

Activity - After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	08/01/2015	06/30/2016	\$5000 - District Funding	Principal Assistant Principal ESS Staff

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Teachers/Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective reading class in order to improve achievement with reading skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/01/2015	06/30/2016	\$1000 - District Funding	Corrective Reading Teachers

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/01/2015	06/30/2016	\$1000 - Other	Math Teachers

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/01/2015	06/30/2016	\$5000 - Grant Funds	Principal Assistant Principal Middle School Staff

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Special Education Teachers Reading and Math Teachers

Strategy3:

Parent Involvement Initiative - We will increase parent involvement within our school.

Category: Stakeholder Engagement

Research Cited:

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through consistent reports: KPREP, Explore, MAP reporting, six weeks grade reports. Open House will be scheduled twice a year. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Middle School Teachers

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Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the leadership level (SBDM, Leadership Team, Committees, etc.), the Family Friendly School Survey will be analyzed and discussed.	Parent Involvement	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal SBDM

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:

Yellow Creek School Center will demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary. World Language, and Writing Programs in Bell County as evidenced by program review results.

Measurable Objective 1:

collaborate to demonstrate proficiency in Arts and Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2016 as measured by program review results.

Strategy1:

Program Review All - Provide information to teachers about the purpose and process of the review, the importance, and implementation.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PLC meetings to be trained in the areas of the programs reviews. Process, purpose, and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	District Program Review Point of Contact, Principal, Program Review Lead Teachers, Teachers

Activity - Analysis of Program Review Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine Rubrics used in all program reviews. Consider the existing sources and evidence to inform the overall program assessment.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	District Program Review Point of Contact, Principal. Assistant Principal, Program Review Leads

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Activity - Program Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Friday will be designated as Program Review Friday with emphasis on each program review area on a rotation. Submissions will be turned in to Assistant Principal on the following Monday and then distributed to program review leads for analysis.	Policy and Process	08/01/2015	06/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Program Review Lead Teachers, Teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue identifying and analyzing gaps in particular programs areas to determine next steps for continuous improvement.	Professional Learning	08/01/2015	06/30/2016	\$0 - No Funding Required	District Program Review Point of Contact, Principal, Program Review Leads

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Research based instructional strategies are used in Reading and Math with the implementation of school wide Reading, Success for All (SFA) and Math, Math in Focus. Each teacher has been provided adequate training in the delivering of content. Every effort is made to decrease lost instructional time through announcements and strategic planning of extracurricular activities. This in turn will provide teachers with adequate and quality instruction.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	With the addition of 3 preschool classrooms in the school building is helping bridge the gap between preschool and Kindergarten. Preschool teachers are across the hall from Kindergarten and students share the same hall for travel. The school and Preschool governing body work in collaboration to ease preschool transition.	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	All staff are trained in PBIS - Positive Behavior Interventions and Supports.	

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

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

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

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

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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		

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bell.kyschools.us/education/components/docmgr/default.php?sectiondetailid=20907&	

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

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

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

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

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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		

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		

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

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

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

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?

- Barbara Warren, Principal
- Joshua Trosper, Assistant Principal
- Mary Watley-Suntkin, Guidance Counselor
- Patricia West, Family Resource/Youth Service Center Coordinator
- Jana Caruso, Parent Liaison
- Hope Carroll, Teacher
- Amy Hufstedler, Teacher
- Amanda Slusher, Library/Media Specialist
- Ashely Scott, Parent
- Bridgett Myers, Parent
- School Parents completed Survey for Missing Piece Diagnostic

Relationship Building

Overall Rating: 3.14

	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.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.0

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 2.14

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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 sends council minutes to largest parent organization with no follow-up.	Novice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	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: 2.17

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

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

Learning Opportunities

Overall Rating: 2.0

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 2.0

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

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

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

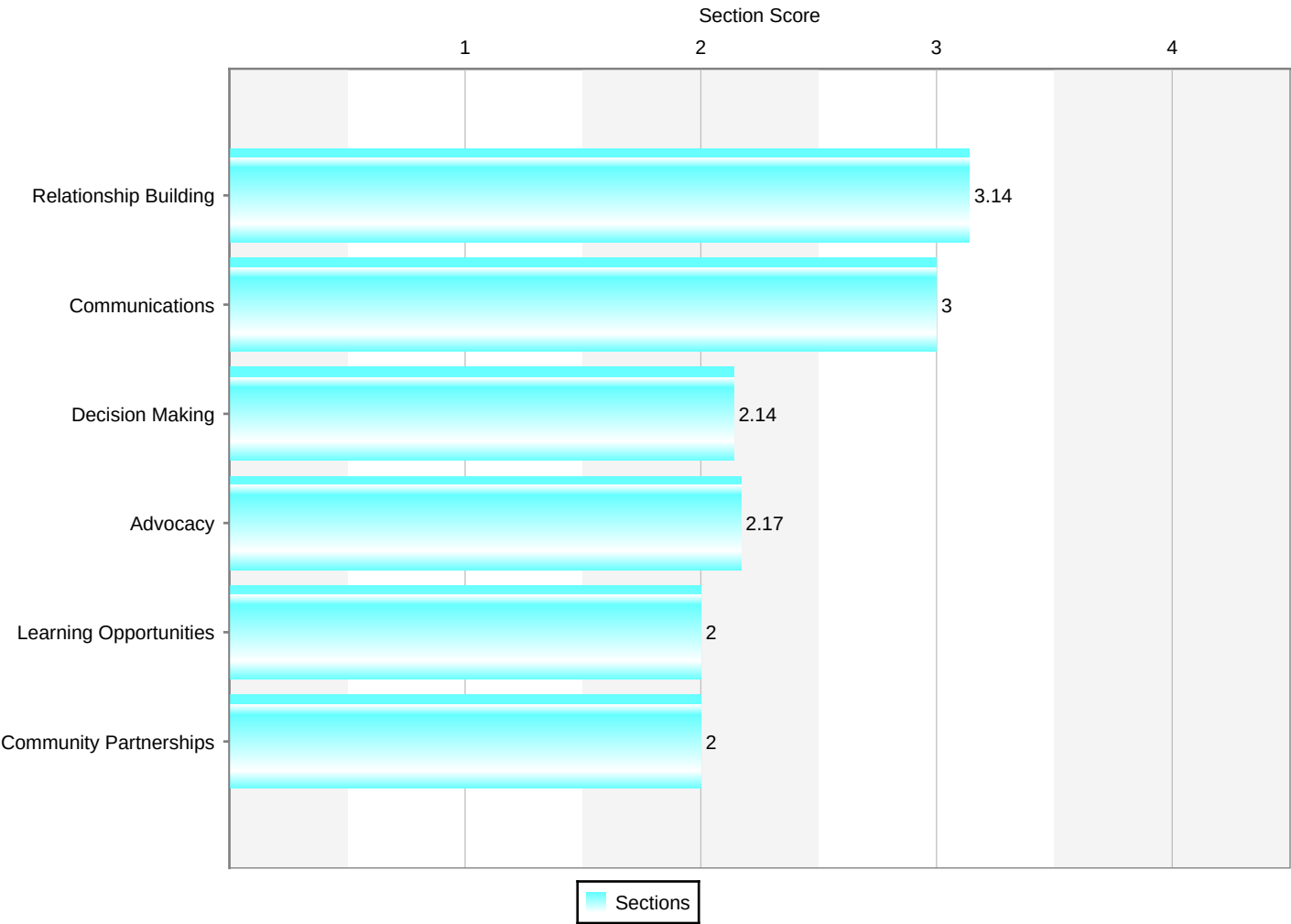
Reflection

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

Although we are building bridges to overcome barriers. We must be diligent and systematic in developing parent and community partnerships. We can use the feedback from surveys and the results of the diagnostics to aid in collaboration.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A variety of stakeholders were used in the development of the school's improvement plan. All school staff were provided time to work together during a teacher workday. Teachers worked in content specific groups to view, edit/delete current goals, and aide in the development of new goals. Administration met with classified staff to develop activities to reach low performing students in the Gap group. Program review team leads were chosen to work in areas regarding program reviews and provide insight in the development of goals and activities related to their areas of expertise. PLC meetings were planned that all certified staff are available to meet and discuss activities in the improvement plan. Administration worked with parents involved in the SBDM council to involve parent input. SBDM meetings are open to the public, meeting times are published in advance, and every opportunity is made to allow for community and parent stakeholders may attend. Administration meets regularly with Family Resource Youth Service Center and Parent Liaison to discuss parent and community involvement.

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

Teachers worked in content area groups to analyze data from state and local testing to develop new strategies and activities, edit older activities that needed changing, and deleting any strategies not needed. Teachers from Primary, Intermediate and Middle School levels were invited to participate in the improvement plan process. There was an open invitation for any interested staff to voice their opinion and aid in the development of goals, strategies and activities.

Parents involved in the SBDM council are informed regularly of activities and allowed to provide input in the development of the improvement plan.

School leadership worked with teachers, SBDM, Family Resource Youth Service Center staff, Parent Liaison to aid in the development of the school improvement plan.

We look at the development of the school improvement plan as a team process. Every voice is valued and all ideas are presented and reviewed as a possible addition to the plan.

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

The final improvement plan was communicated to stakeholders through PLC meeting, SBDM meeting, parent meeting (via Parent Liaison), and school website. Stakeholders will be updated on improvement plan progress monthly via all outlets mentioned above.

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 each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	July 21, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	July 21, 2015	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 21, 2015	

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	8/17/2015	

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		

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm TARGET="_blank"> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire: 8/27/15 Lockdown: 9/23/15 Severe Weather: 9/25/15 Earthquake: 9/23/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm TARGET="_blank"> 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?

Teacher understanding of performance levels and overcoming the negative connotations that go along with scoring below accomplished.
School Leadership providing accurate and timely feedback and explanation of performance levels.

What sources of data were used to determine the barriers?

High level of teachers labeled "accomplished" versus student performance on assessments in class.

What are the root causes of those identified barriers?

New evaluation system.
The comprehensive scope of the evaluation system.
Teacher/administrative training in performance levels and evidence collection.

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

Our data says that approximately 95% of the teachers in our school are rated as Accomplished.

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.

There are no school policies in place to ensure low income students are not assigned to inexperienced, ineffective or out of field teachers. All of our teachers are rated as Highly Qualified and most are rated as accomplished. We did not have any teachers rated as ineffective. With turnover being high in some areas, teachers may not always have many years of experience in a position.

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?

Due to staffing, we cannot make student assignment decisions in which students are guaranteed to not be with inexperienced teachers. We do not have any teachers rated as ineffective at this time and all are Highly Qualified.

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

There is not an analysis of of student level data for recruitment of teachers.

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?

The school does attempt to recruit teachers with experience and have experience teaching in the area surrounding our school.

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

There is no systematic approach to retain effective teachers.

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

First year, and inexperienced teachers are provided collaboration opportunities with experienced teachers during summer professional development. Intern teachers are placed with experienced teachers as a resource.

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

Leadership works with staff to develop professional growth plans. Leadership share professional learning opportunities with staff.

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

School Leadership analyze TELL survey results and work to improve the conditions of the areas in which growth has been slow or worsened. Leadership may use outside agencies to provide school or individual training as needed.

Questions

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

TPGES
Professional Learning