



Comprehensive School Improvement Plan

Yellow Creek School Center
Bell County

Barbara Warren, Principal
4840 W Cumberland Ave
Middlesboro, KY 40965

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction.....	3
-------------------	---

Equitable Access to Effective Educators - School.....	4
---	---

Phase I - The Missing Piece

Introduction.....	9
-------------------	---

Stakeholders.....	10
-------------------	----

Relationship Building.....	11
----------------------------	----

Communications.....	12
---------------------	----

Decision Making.....	14
----------------------	----

Advocacy.....	16
---------------	----

Learning Opportunities.....	17
-----------------------------	----

Community Partnerships.....	18
-----------------------------	----

Reflection.....	19
-----------------	----

Report Summary.....	20
---------------------	----

Improvement Plan Stakeholder Involvement

Introduction.....	22
-------------------	----

Improvement Planning Process.....	23
-----------------------------------	----

Phase I - Needs Assessment

Introduction..... 26

Data Analysis..... 27

Areas of Strengths..... 29

Opportunities for Improvement..... 30

Conclusion..... 32

2016-2017 Yellow Creek School Center Plan for KDE Comprehensive School Improvement Plan

Overview..... 34

Goals Summary..... 35

 Goal 1: Increase the average combined reading and math proficiency ratings for all students in the Non-Duplicated Gap Group for elementary from 44.3% in 2015-2016 to 68.4% in 2018-2019 and for middle from 40.2% in 2015-2016 to 71.0% in 2018-2019..... 36

 Goal 2: Increase the averaged combined reading and math K-Prep Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019... 41

 Goal 3: Increase the percentage of students that College and Career Ready based on Local Performance Measures (MAP) from 52.3% in 2016 to 60% by 2019..... 47

 Goal 4: Yellow Creek School Center will demonstrate proficiency in Visual & Performing Arts, Practical Living Career Studies, Primary, World Language, and Writing Programs in Bell County as evidenced by Program Review results.. 50

 Goal 5: 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) . . . 51

 Goal 6: 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 19.0% to 9.5% and middle will decrease 15.7% to 7.85%..... 55

Activity Summary by Funding Source..... 57

Phase II - KDE Assurances - Schools

Introduction..... 72

Assurances..... 73

Phase II - KDE Compliance and Accountability - Schools

Introduction..... 79

Planning and Accountability Requirements..... 80

Executive Summary

Introduction..... 100

Description of the School..... 101

School's Purpose..... 103

Notable Achievements and Areas of Improvement..... 105

Additional Information 106

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		YCS School Equity Diagnostic Sheet1

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

High percentage of Free/Reduced Lunch Population and Free/Reduced Lunch

High percentage of Teachers with 4 or more years experience

Low percentage of new teachers

0% of teachers teaching out-of-field

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barrier-Not many new teachers

Root Cause: Due to budget constraints, there are limited teaching vacancies

Barrier: High Percentage of Free/Reduced Lunch

Root Cause: Due to loss of jobs, many students are living below poverty

Comprehensive School Improvement Plan

Yellow Creek School Center

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		YCS School Equity Goals Sheet2

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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/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.

Strategy1:

Research Based Core Programs - Reading and Math teachers will use researched based, success-proven reading and math programs at the elementary and middle levels.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Success for All PowerTeaching Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PowerTeaching Math is middle grades program that is an instructional approach linked to Kentucky Academic Standards and is research-proven instructional strategies and classroom resources that promote rigor and student engagement. PowerTeaching Math empowers students to work together to improve their understanding of mathematics concepts, and encourages them to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching promotes a student centered classroom through the use of assessments for learning and student learning teams.	Academic Support Program Recruitment and Retention	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Math Teachers

Activity - Success for All Reading Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary students are given effective instruction in critical academic and social skills, with interactive lessons are aligned to the Kentucky Academic Standards. The middle program extends cooperative learning with detailed, proven effective lesson plans. Students acquire the skills and strategies they need to read, comprehend and critically dissect complex texts. SFAF programs are designed to accelerate the development of struggling older students, so they achieve at or above their grade levels.	Recruitment and Retention Academic Support Program	08/08/2016	06/30/2017	\$1000 - Other	Principal Assistant Principal SFA Reading Facilitator Reading Teachers

Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program Recruitment and Retention	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Math teachers

Strategy2:

Content Area Professional Development - Teachers will receive professional development on the most up to date researched based strategies to improve classroom instruction, planning and assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Formative Assessment Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will attend professional development presented on formative assessment and how to use it effectively in the classroom to inform instruction. Teachers will learn how to apply time management to the process as well as how to use data from the formative assessment to improve instruction.	Professional Learning	08/01/2016	06/30/2017	\$4150 - Grant Funds	Principal Assistant Principal All teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will attend professional development on using technology in the classroom. Teachers will learn the most up to date technology tools that they can use in their classroom to enhance instruction and to use for assessing students.	Professional Learning Technology	08/01/2016	06/30/2017	\$1200 - Grant Funds	Principal Assistant Principal All Teachers

Activity - Reading and Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and Middle grades math and reading teachers will attend two days of content specific professional development along with administration. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary/middle grades math teachers will receive strategies specific to Math in Focus Singapore Math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000 - Grant Funds	Principal Assistant Principal Reading teachers Math teachers

Activity - Growth Mindset Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will attend professional development on how to improve growth mindset in their students as well as their own. This will improve attitudes and effort in student learning.	Professional Learning	08/01/2016	06/30/2017	\$1500 - Grant Funds	Principal Assistant Principal All Teachers

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

- Barbara Warren, Principal
- Christel Hoskins, Assistant Principal
- Patricia West, Family Resource/Youth Service Center Coordinator
- Jana Caruso, Parent Liaison
- Hope Carroll, Teacher
- Lea Fultz, Teacher
- Paul Haley, Teacher
- Eva Brock, Teacher
- Theresa Napier, SPED Teacher
- Kathy Brooks, Parent
- School Parents completing survey for Missing Piece Diagnostic

Relationship Building

Overall Rating: 3.29

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

Comprehensive School Improvement Plan

Yellow Creek School Center

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.57

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

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

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

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.83

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 4.0

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 4.0

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

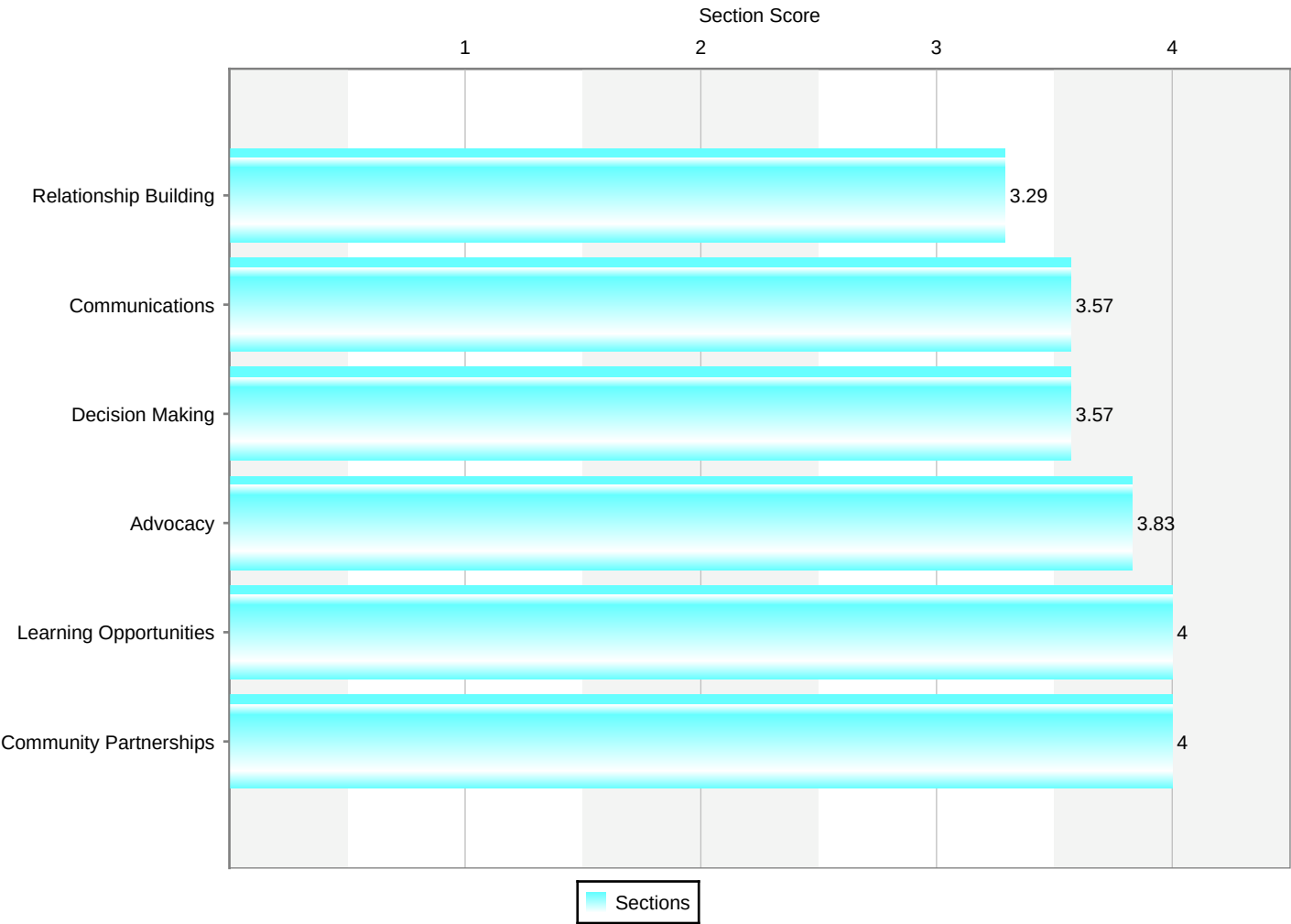
Reflect upon your responses to each of the Missing Piece objectives.

Overall, the parent responses were very positive, which is a good sign that our parents feel welcomed in our school.

However, we were disappointed with the number of responses that we received. We were hoping to receive more responses than we did. Parent involvement is area we would like to improve in our school and continue to look for ways to improve parent involvement.

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. Program review team leads were chosen to work in areas regarding program reviews and provide insight in development of goals and activities related to their areas of expertise. A CSIP committee was also developed that included a wide range of staff members with varying years of experience and range of teaching levels and areas. The plan was shared with all certified staff and were able to give input on the activities in the improvement plan. Administration worked with parents involved in the SBDM council to involve parent input. The Missing Piece Parent Survey was also posted on the school's website, a letter was sent home notifying parents of the survey and parents were given a window of two weeks to respond to the survey. 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. This data allowed us 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 and special education teachers 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 email, SBDM meeting, parent meeting (via Parent Liaison), and school website. Stakeholders will be updated on improvement plan progress monthly via all outlets mentioned above.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Data Analysis: The data used to determine the Needs Assessment is provided from several sources including: K-PREP, MAP and the Tell Survey.

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

1. Based on K-PREP and MAP data, what are areas of improvement and concern? What does the data tell you? What does the data not tell you?

Analysis of K-PREP data reveals that for 2015-2016, our elementary was rated as Proficient/Progressing and our middle was rated as Distinguished/Progressing. Our overall elementary score was 69.5 and ranked 368th out of 710 elementary schools in the state of Kentucky. Our overall middle score was 75.4 and ranked 54th out of 327 middle schools in the state of Kentucky. This is a huge improvement from 2014-2015. Last year, our elementary was rated as a Needs Improvement/Progressing school with an overall score of 65.1, which increased 4.5pts this year. Last year, our middle was rated as Needs Improvement with an overall score of 57.2, which increased 18.2pts. Our middle school is now rated as a School of Distinction/High Progress School. Both our elementary and middle school met both the AMO and Participation Goals for 2015-2016, whereas last year, our middle school did not meet either goal.

The K-PREP assessment provides data in areas of achievement (Reading, Math, Social Studies, Writing On-Demand, Language Mechanics), gap (non-duplicated gap groups for all content areas) and growth (Reading and Math only). In 2015-2016, both the elementary and middle grades increased all all three areas (achievement, gap and growth) from 2014-2015. Yet, there are still content areas of concern in each of these three areas at both the elementary and middle levels. In achievement, Elementary Reading, Math and Social Studies are all below the state average. In achievement, Middle Math and Social Studies are also below the state average.

The K-PREP does provide individual student reports that help with student conferencing. However, it does not provide information concerning the breakdown of specific skills pertaining to each content area and where students specifically need to improvement within the domains of each content area. It only provides basic information about which grade levels are progressing in reading and math and a basic overview of achievement in curriculum subgroups. It also does not tell how students performed in each content area on the multiple choice, short answer and constructed response questions.

In addition to K-PREP testing, our students are tested three times per year using the MAP assessment as required by the Elgin grant as well as to serve as an universal screener for struggling students. According to our MAP data, comparing growth from fall of 2015 to fall of 2016, many students are still significantly below grade level in reading and math despite improvements. In fall of 2015, 48% of students in grades K-8 were on grade level in reading and in fall of 2016, 51% were on grade level in K-8. While this is a 3% gain, nearly half of the students in K-8 are below grade level in reading. This is similar in math. In fall of 2015, 40% of students in grades K-8 were on grade level in math and in fall of 2016, 45% were on grade level. This is definitely, a significant improvement, but is still a very low percentage of students below grade level in math. In the fall of 2015, 61% of students in grades 4-8 were at or above grade level on the science portion of the MAP test and in the fall of 2016, 60% were on grade level in science. In the fall of 2015, 60% of students in 2nd-8th grade were at or above grade level on the language portion of the MAP test and in the fall of 2016, 61% were on grade level in language.

The MAP assessment also provides individual student reports and unlike K-PREP it does provide data for the specific domains of each content area. Our student reports based on MAP testing aid our teachers in sufficiently distinguishing each child's strengths and weaknesses in each content area and therefore can be used to address weaknesses through RtI and tutoring. However, the MAP assessment is only multiple choice, which means it does not tell how students will do on short answer and constructed response questions.

We also have a high population of student transfers to and from our school. Neither assessment addresses student transition from school to school, previously taught standards and how it relates to students transferring in from out of state.

2. Based on the Tell Survey, what areas do staff identify as areas of concern and improvement? What does the data tell you? What does it not tell you?

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. Last year, our school took steps to limit disruptions in the school day with the exception of important circumstances. Also, the leadership team was in place for two years, which would probably have shown an increase as well. However, the assistant principal left this year. Resulting in year 3 for the principal and year 1 for the assistant principal again. According to the previous survey, the data is glaring in the areas of administrative support and teacher resources.

Unfortunately, since the Tell survey is not done yearly, we do not have new data for this year, but will continue to focus on the results from the previous Tell Survey in 2015 to make changes and look 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?

Strengths:

Analysis of the K-PREP data reveals that for the 2015-2016 assessment, in the area of achievement, every content area except Writing On-Demand and Language Mechanics at the elementary level, increased. However, analysis of the K-PREP data also reveals that for the 2015-2016 assessment, our Writing On-Demand and Language Mechanics at both the elementary and middle are far exceeding the state average despite a drop this year. At the elementary level, our students scored 11.6 points higher in Writing On-Demand and 19.8 points higher in Language Mechanics than the state average. At the middle level, our students scored 16.8 points higher in Writing On-Demand and 36 points higher in Language Mechanics than the state average. As stated previously, the ELA teachers also took part in the District Data Day and analyzed their data by class and students to determine which students need additional help and how many students have to improve in order to maintain and to continue progressing at the previous level.

Celebrations: Our elementary was rated as Proficient/Progressing and our middle was rated as Distinguished/Progressing, School of Distinction/High Progress. To maintain these ratings, we spent an entire day on our District Data Day analyzing the data to determine exactly what areas needed to improve, by how much and how many students that equated to.

In addition to our ratings on the K-PREP assessment, there is cause to celebrate student performance on the MAP assessment. As part of a collaboration with the Elgin Foundation out of Knoxville, Tennessee, our school was part of a K-3 Reading Grant for 6 years. The grant helped fund a supplemental reading program to help struggling students to reach grade level in reading. Although the grant has since ended in reading, the reading gains continue to improve in grades K-8. In 2014-2015, students in grades K-8 had a 10% increase in the number of students reading on grade level according to the MAP assessment.

In a like manner, the same results have occurred in math. Once the Elgin Foundation Reading Grant ended, the Foundation agreed to pilot a similar grant in math in our district. As previously, the grant provided for new curriculum materials, training and support in the area of mathematics. Last year was the second year of the grant and resulted in an 8% overall increase in the number of students on grade level in grades K-8 in mathematics.

To maintain the progress in reading, we are continuing to use the same materials purchased by the grant and continue to maintain it with fidelity and monitoring. To maintain the progress in mathematics, we are still currently under the grant with the additional training, support and monitoring.

Our school also continues to focus on providing conferencing with students to help them understand how they are doing and ways to improve as well as through increased parent communication (open house, Remind App, parent/teacher conferences, etc). We also continue to look for ways to improve our data analysis, PLCs, Rtl and tutoring processes to prevent students from "falling through the cracks."

Opportunities for Improvement

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

Areas in need of improvement:

According to the data analysis of the K-PREP and MAP assessments, math is an overall area of need of improvement at both the elementary and middle levels. Despite huge math gains, math at the elementary (62.0) and middle (58.8) levels continue to be the lowest performing area in achievement. Just slightly below math, reading achievement at the elementary level (61.9) is also a concern despite also increasing in 2015-2016. Also at the elementary level, Writing On-Demand and Language Mechanics had a huge drop despite being above the state level.

Plans for improvement:

Currently, Yellow Creek School Center has implemented several ways to address the area of math across each grade level. We have transitioned from teaching math at the primary level through a departmentalized approach to teaching math only during the mornings to now having an extended math block of two class periods. We believe that our students need additional time to master the concepts taught in math in order to get "caught up" and to be on grade level. We have a elementary level and district math coach that visits the school for coaching and support. Teachers are receiving additional training/support through the Math in Focus Singapore Math and the Success for All PowerTeaching programs. Our assistant principal is also the former district math coach and also conducts regular classroom walk-thru visits to help coach and support teachers. This year, our school has also implemented the Everyday Counts Calendar Math program in grades K-6 to help review math skills that spiral throughout the year.

In grades K-8, Yellow Creek School Center is in the 3rd year of implementation of Math in Focus, which is commonly known as Singapore Math and is aligned with the Kentucky Academic Standards. The curriculum is also used for RtI for additional instruction in order to meet student needs. Another option is Corrective Math for the lowest of students. In grades 6-8, teachers also incorporate the PowerTeaching Math Framework, which uses cooperative learning to deliver the Math in Focus curriculum. First through eighth grade also practice automaticity and teachers track their progress. Automaticity data and documentation is collected regularly, evaluated and reported to administration. In addition, students are also targeted for small group instruction during the school day for the lowest performing students through the use of the AmeriCorp tutor, SuccessMaker and now Education Galaxy. Through these ability based programs, students can improve their math and reading skills at their own level and pace as well as be tracked through progress monitoring reports available to teachers. The AmeriCorp tutor works directly with students in grades 3-5 who need additional in-class instruction and support in math. After school tutoring has been continued due to district deficits in reading and math. While the previous two years, our after school tutoring was funded through the GEAR UP grant with Berea College, this year, funds did not allow for that transportation. Our district saw such a need for this to continue, other funds were used to support the transportation for ESS to allow those that needed extra math and reading support to have transportation from tutoring. While it is on a modified schedule due to limited funding, it is still be supported to allow for students to receive the help they need.

MAP assessment for all students in Kindergarten through eighth grade is required three times per year as required by our Elgin grant and as a universal screener to identify struggling students. 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 and math skills.

work in conjunction with our math curriculum specialist, primary math coach and assistant principal to improve their own knowledge and instructional strategies in order to benefit student growth. Math teachers attended two days of math content specific professional development during the summer as well as had demonstration lessons taught by Math in Focus and PowerTeaching Math presenters. Several math teachers have also visited other math classrooms within the building and across the district to see lessons modeled by other successful math teachers.

Our school is also implementing comprehensive data analysis in all subject areas. Teachers analyze student data on classroom assessments and MAP assessments. Administration uses the results of each MAP assessment to target students for intervention and acceleration. Our schedule allows for a daily 50 minute RtI period. Students are placed in similar ability groups based on previous K-PREP performance and MAP assessment results. Teachers can target deficient skills and provide remediation/enhancement.

While our main focus remains on improving math at the elementary and middle levels. We will continue to utilize data analysis, RtI, after school tutoring, computer based programs, small group instruction and other instructional strategies to continue to improve in Reading, Writing On-Demand and Language Mechanics at the elementary level.

Conclusion

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

In conclusion, our teachers and staff are working diligently to improve the area of math at Yellow Creek School Center and it shows by the gains that we had in math at elementary and middle. However, math has been an area of concern at our school and in our district over the past several years. So, it is obvious, that our work is not complete. Overall changes to the Kentucky 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. Our teachers continue to master the new Math in Focus curriculum that we are now incorporating and improve in their delivery each year. We understand we must be proactive in order to close the achievement gaps with our students. We believe 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 of 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 the marked success at this time. Professional development offered specifically for math and tailored for our school and student needs will continue to be offered to 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 last year provided more space for learning, but we are still several classrooms short, including a math classroom. Furthermore, our Elgin grant continues to provide financial support for resources and training that is aligned with the current standards. Equally important, our school will continue to seek additional help from our primary math coach, district math curriculum specialist and our assistant principal. Through the implementation of these next steps, it is our vision that our students will continue to gain the necessary math skills and continue to show improvement at our school.

2016-2017 Yellow Creek School Center Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 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 44.3% in 2015-2016 to 68.4% in 2018-2019 and for middle from 40.2% in 2015-2016 to 71.0% in 2018-2019.	Objectives: 1 Strategies: 4 Activities: 21	Organizational	\$86750
2	Increase the averaged combined reading and math K-Prep Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019.	Objectives: 1 Strategies: 6 Activities: 24	Organizational	\$64380
3	Increase the percentage of students that College and Career Ready based on Local Performance Measures (MAP) from 52.3% in 2016 to 60% by 2019.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$21000
4	Yellow Creek School Center will demonstrate proficiency in Visual & Performing Arts, 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
5	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: 4 Activities: 14	Organizational	\$22850
6	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 19.0% to 9.5% and middle will decrease 15.7% to 7.85%.	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 44.3% in 2015-2016 to 68.4% in 2018-2019 and for middle from 40.2% in 2015-2016 to 71.0% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 44.3% to 55.7% and for middle from 40.2% to 59.3% by 05/31/2017 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	08/09/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Special Education Staff SFA Reading Facilitator Reading Teachers/Staff Math Teachers/Staff
Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 1st-8th grade 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	08/09/2016	06/30/2017	\$1000	Other	Math Teachers
Activity - Content Area Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

Elementary and Middle grade math and reading teachers will attend two days of content specific professional development. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary and middle grade math teachers will receive strategies specific to the Math in Focus Singapore math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000	Grant Funds	Principal Assistant Principal K-8 Math and Reading Teachers
Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10–15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/09/2016	06/30/2017	\$5000	Grant Funds	Principal Assistant Principals District Math Coach K-6 Math Teachers
Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Math in Focus Singapore Math Curriculum with fidelity. The curriculum is aligned to the Kentucky Academic Standards based on the Common Core Standards. Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program	08/08/2016	06/30/2017	\$10350	Grant Funds	District Textbook Coordinator District Math Curriculum Specialist K-3 Math Coach Principal Assistant Principal K-8 Math Teachers
Activity - Success for All Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

The Success for All Program incorporates a cooperative learning approach to reading. Students are placed in reading groups based on their reading abilities and are either accelerated or remediated accordingly. Students work in teams for comprehension and discussion as well as individually during fluency checks. The program works to combat weaknesses of students in poverty and disadvantaged students through cooperative learning strategies, professional development for educators and by involving schools, community and family to support student success in a collaborative whole-school framework	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	District SFA Reading Curriculum Specialist SFA Reading Facilitator/School Librarian Principal Assistant Principal K-8 Reading 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 - SuccessMaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 Rtl class (see schedule).	Tutoring	08/09/2016	06/30/2017	\$0	Other	Principal Assistant Principal Teachers and Staff

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	08/09/2016	06/30/2017	\$0	No Funding Required	Corrective Reading Teachers/Staff

Activity - AmeriCorp 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	10/03/2016	06/30/2017	\$19320	Other	AmeriCorp Math Tutor

Activity - After School Academy (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Yellow Creek School Center

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	10/11/2016	05/30/2017	\$15000	District Funding	Principal Assistant Principal ESS Staff
--	----------	------------	------------	---------	------------------	--

Activity - Reading Tutoring Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students that are reading below the 25th percentile on the MAP assessment receive additional reading instruction using the Reading Mastery direct instruction program. Once students progress, they advance to the Novel Studies reading program to help get them on grade level in reading. Through the implementation of both programs, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/09/2016	06/30/2017	\$0	Other	SFA Facilitator SFA Tutoring Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze KPREP data for reading and math each fall to determine students not meeting proficiency. Teachers will use this data to develop strategies to improve instruction and how to meet individual needs. Teachers will also monitor and analyze MAP data after each administration (Fall, Winter, Spring). Teachers will use data to adjust RtI groupings and to identify specific needs to address the achievement gap for reading and math.	Other - Data Analysis	08/09/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Reading and Math Teachers SFA Reading Facilitator

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for RtI or for classroom instructional purposes.	Academic Support Program, Technology	08/08/2016	06/30/2017	\$1080	General Fund	Principal Assistant Principal Teachers Paraeducator s

Strategy 3:

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

Category: Stakeholder Engagement

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

Comprehensive School Improvement Plan

Yellow Creek School Center

Biannually, the FRYSC administers the KIP Survey. Annually, FRYSC also administers an additional parent survey (Family Friendly School Survey) to 6th and 8th grade parents. With collaboration with school leadership, FRYSC will discuss and analyze the results of both surveys and how to help at risk students be more successful at home and at school.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	FRYSC Coordinator Parent Liaison Principal Assistant Principal
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 1st, 3rd and 5th six weeks of school. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal All Teachers
Activity - Social Media Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school utilizes our school website, Facebook and the Remind app to increase parent involvement. The school website and Facebook allows the school to communicate announcements and activities to keep at risk students informed of school events and to help engage parents. The Remind app allows teachers and administration to remind students and parents of upcoming tests, assignments, and activities to help parents to be more involved in student progress and to help students be more successful at school.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Teachers
Activity - Preschool Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool parents will be invited to 4 Preschool parent meetings throughout the school year. Parents will learn social, emotional and academic tips to help their child both at home and at school as well as to aide in transitioning to Kindergarten.	Parent Involvement	08/15/2016	06/30/2017	\$0	No Funding Required	District Preschool Coordinator Preschool Teachers
Activity - Preschool Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will complete 2 home visits per Preschool child. This will increase parent communication and home/school connection. Preschool teachers can address any issues the child is having at school as well as offer suggestions to parents if child is having social or emotional issues transitioning from home to school.	Parent Involvement	08/15/2016	06/30/2017	\$0	No Funding Required	Preschool Teachers
Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

Our Parent Teacher Organization is actively involved in many areas of the school. They help support various events and provide for needs in our school. It is a productive way for teachers and parents to work together for the betterment of the school.	Parent Involvement	08/08/2016	06/30/2017	\$0	No Funding Required	Teachers Paraeducator s
--	--------------------	------------	------------	-----	---------------------	-------------------------------

Strategy 4:

School Readiness for Kindergarten - Preschool teachers will implement various activities and strategies to ease the transition to Kindergarten.

Category: Early Learning

Activity - Curiosity Corner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will utilize the Success for All Curiosity Corner Program. This preschool program will create a smooth transition into the SFA KinderCorner curriculum in Kindergarten. It has a strong focus on oral-language and vocabulary development and assessment; built-in scaffolds and prompts to help students thoroughly learn procedures and cooperative learning structures; many opportunities for student interaction and partner work; integration of social-emotional skills and strategies; professional development for teachers, including online resources; interactive whiteboard compatibility; online data tools and analysis; and integration of videos, including Sesame Workshop ones, to enhance instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	District Preschool Coordinator Preschool Teachers

Activity - 5 Day Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the KDE Preschool Partnership Tier II grant, we will have a 5 day Preschool Program for 4 and 5 year olds that will be entering Preschool in the fall of 2017.	Academic Support Program	01/02/2017	06/30/2017	\$20000	Grant Funds	District Preschool Coordinator Preschool Teachers

Goal 2: Increase the averaged combined reading and math K-Prep Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019.

Measurable Objective 1:

collaborate to increase the averaged combined math and reading K-Prep Proficiency Scores for elementary to 56.8% and increase middle to 60.6% by 06/30/2017 as measured by the School Report Card..

Comprehensive School Improvement Plan

Yellow Creek School Center

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 - Supplemental Reading Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Second-third grade students will have fifty minutes of additional reading time of direct instruction based on their skills and ability levels. Students are monitored regularly for growth. (SWP # 9) Students are either placed in Reading Mastery or Novel Studies based on their reading level and performance.	Direct Instruction	08/08/2016	06/30/2017	\$0	No Funding Required	Library/Media Specialist Reading Mastery Teachers Novel Studies Teachers
Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SuccessMaker is an individualized computer based program. The program is adaptive and sets a baseline for students at their level of reading and math. Students progress through a select set of math and reading skills based on their individual level and needs. Teachers can access data reports for progress monitoring in order to track student needs and growth for individual and whole group instructional purposes. (SWP #9)	Technology	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/08/2016	06/30/2017	\$1000	District Funding	Principal, Assistant Principal, Corrective Reading Teachers
Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our AmeriCorp Math Tutor targets students in third-fifth 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	08/08/2016	06/30/2017	\$5500	Other	Principal, Assistant Principal, AmeriCorp Math Tutor
Activity - Small Group Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

The lowest performing students on MAP assessments will be provided time in the day to be provided small group instruction using SuccessMaker and/or Education Galaxy for Reading and Math.	Tutoring	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Assistants, Teachers
--	----------	------------	------------	-----	---------------------	--

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	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for Rtl or for classroom instructional purposes.	Technology	08/08/2016	06/30/2017	\$1080	General Fund	Principal, Assistant Principal, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Accelerated Reader Program, which allows them to check out a book from the library on their reading level and then take a corresponding quiz on the book they read. This allows students to earn recognition points and will improve their reading comprehension and fluency.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Librarian Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administration and teachers will analyze data from schoolwide assessments to make decisions about student placement, teacher Rtl groupings and small group instruction.	Other - Data Analysis	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Teachers

Strategy 2:

Curriculum & Assessment Alignment Combined - Ensure that teachers implement an aligned and rigorous curriculum using the Kentucky Academic Standards.

Category: Professional Learning & Support

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

Comprehensive School Improvement Plan

Yellow Creek School Center

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 Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 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	08/08/2016	06/30/2017	\$0	No Funding Required	Special Education Teachers
Activity - Implementation of Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, District Math Coaches, K-8 Math Teachers
Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten-8th Grade reading teachers and 6th-8th math teachers will implement Success for All cooperative learning strategies which include daily use of cooperative grouping and teamwork.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers
Activity - Math In Focus Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

Elementary and middle grade math teachers will participate in professional development sessions in bar modeling and instructional strategies. Teachers will also observe Demonstration lessons presented by Math in Focus presenters in actual classrooms.	Professional Learning	08/01/2016	06/30/2017	\$11800	District Funding	District PD Coordinator, Principal, Assistant Principal, math teachers
--	-----------------------	------------	------------	---------	------------------	--

Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10-15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/08/2016	06/30/2017	\$5000	Grant Funds	Principal Assistant Principal District Math Coach K-6 Math 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	08/08/2016	06/30/2017	\$0	No Funding Required	Library Media Specialist, Paraeducator s, Itinerant District Staff, Parents of Kindergarten Students

Activity - Early Childhood Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschoolers will be screened using several assessments (Dial IV, Battelle, Connors Rating Scale, Articulation Screener, etc) to determine if preschool student has academic, social, emotional or language delays. Related services are then provided by the proper staff in order to identify any issues that need to be addressed before the child enters Kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Preschool teachers Special Needs teachers Speech Language Pathologist Occupational Therapist

Strategy 4:

MAP Assessment - Students in Kindergarten through eighth grades will be assessed three times per year using the MAP computer based assessment as required by

SY 2016-2017

Page 45

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Comprehensive School Improvement Plan

Yellow Creek School Center

our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math and will serve as a universal screener to determine if students Rtl placement is needed.

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 serve as a universal screener and to monitor student growth/progress as well as provide teachers and staff with data to track student needs.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Program Review Lead Teachers Teachers/Staff

Strategy 6:

School Readiness for Kindergarten - Preschool teachers will implement various activities and strategies to ease the transition to Kindergarten.

Category: Early Learning

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Curiosity Corner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will utilize the Success for All Curiosity Corner Program. This preschool program will create a smooth transition into the SFA KinderCorner curriculum in Kindergarten. It has a strong focus on oral-language and vocabulary development and assessment; built-in scaffolds and prompts to help students thoroughly learn procedures and cooperative learning structures; many opportunities for student interaction and partner work; integration of social-emotional skills and strategies; professional development for teachers, including online resources; interactive whiteboard compatibility; online data tools and analysis; and integration of videos, including Sesame Workshop ones, to enhance instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	District Preschool Coordinator Preschool Teachers
Activity - 5 Day Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the KDE Preschool Partnership Tier II grant, we will have a 5 day Preschool Program for 4 and 5 year olds that will be entering Preschool in the fall of 2017.	Academic Support Program	01/02/2017	06/30/2017	\$20000	Grant Funds	District Preschool Coordinator Preschool Teachers
Activity - Third Preschool Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the two Bell Whitley funded preschool classrooms, our school will fund a third preschool classroom to reduce class size and to increase Kindergarten readiness with more one-on-one time with students.	Class Size Reduction	08/15/2016	06/30/2017	\$20000	District Funding	District Preschool Coordinator Principal Preschool Teachers

Goal 3: Increase the percentage of students that College and Career Ready based on Local Performance Measures (MAP) from 52.3% in 2016 to 60% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness from 52.3% to 60% by 06/30/2017 as measured by Local Performance Measures (MAP).

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

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Operation Preparation for 8th Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop ,promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal GEAR UP Academic Specialist Teachers/Staff
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	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal GEAR UP Academic Specialist Teachers
Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$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 research and give a presentation about a career of their choice.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Middle School Teachers
Activity - College and Career Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth, seventh and eighth graders will attend a college or career institution each year.	Field Trip, Career Preparation/Orientation	08/08/2016	06/30/2017	\$6000	Grant Funds	GEAR UP Academic Specialist Middle grades teachers

Strategy 2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Academic Standards and

Comprehensive School Improvement Plan

Yellow Creek School Center

K-Prep 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 Academic Standards and College and Career Readiness componenets.	Academic Support Program	08/08/2016	06/30/2017	\$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 - Content Area Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle grades math and reading teachers will attend two days of content specific professional development. Middle grade reading teachers will receive strategies specific to Success for All Reading program. Middle grades math teachers will receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learning" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/08/2016	06/30/2017	\$15000	Grant Funds	Principal Assistant Principal Middle grade teachers

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 MAP/KPREP, Gear Up, Practical Living program review, etc.)	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Goal 4: Yellow Creek School Center will demonstrate proficiency in Visual & Performing Arts, 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 Visual & Performing Arts, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2017 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, implementation as well as updates to the process (new rubrics, rotational submission, evidence collection, integration)

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 including the purpose, updates to the process, rubrics, rotational submission and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Lead Teachers, Teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue identifying and analyzing gaps in particular programs areas to determine next steps for continuous improvement.	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	District Program Review Point of Contact Principal Assistant Principal Program Review Lead Primary Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Analysis of Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine new rubrics used in all program reviews. Evaluate current program review process at YCS and revise our process (Consider the existing sources and evidence to inform the overall program assessment.)	Professional Learning	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Program Review Lead Teachers, Teachers

Goal 5: 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

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	08/08/2016	06/30/2017	\$0	No Funding Required	District PPGES Coach, District Principals

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - District Principal Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District PGES POC and Principal Coach collaborate to share updates and PGES information during principal meetings that include a focus on fidelity of implementation and training.	Professional Learning	08/08/2016	06/30/2017	\$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 2016-2017.	Other - Professional Growth	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Superintendent/Designee (Principal Coach)

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:

Research Based Core Programs - Reading and Math teachers will use researched based, success-proven reading and math programs at the elementary and middle levels.

Category: Learning Systems

Activity - Success for All Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary students are given effective instruction in critical academic and social skills, with interactive lessons are aligned to the Kentucky Academic Standards. The middle program extends cooperative learning with detailed, proven effective lesson plans. Students acquire the skills and strategies they need to read, comprehend and critically dissect complex texts. SFAF programs are designed to accelerate the development of struggling older students, so they achieve at or above their grade levels.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$1000	Other	Principal Assistant Principal SFA Reading Facilitator Reading Teachers

Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Yellow Creek School Center

Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Math teachers
--	---	------------	------------	-----	---------------------	---

Activity - Success for All PowerTeaching Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PowerTeaching Math is middle grades program that is an instructional approach linked to Kentucky Academic Standards and is research-proven instructional strategies and classroom resources that promote rigor and student engagement. PowerTeaching Math empowers students to work together to improve their understanding of mathematics concepts, and encourages them to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching promotes a student centered classroom through the use of assessments for learning and student learning teams.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Math Teachers

Strategy 2:

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	08/08/2016	06/30/2017	\$0	No Funding Required	School Leadership, Teachers, Other Professionals

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 iDrive Peer Observation module AND the district provided training.	Other - Collaboration	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Principals, Assistant Principals

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy 3:

Content Area Professional Development - Teachers will receive professional development on the most up to date researched based strategies to improve classroom instruction, planning and assessment.

Category: Professional Learning & Support

Activity - Reading and Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and Middle grades math and reading teachers will attend two days of content specific professional development along with administration. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary/middle grades math teachers will receive strategies specific to Math in Focus Singapore Math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000	Grant Funds	Principal Assistant Principal Reading teachers Math teachers
Activity - Formative Assessment Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principals will attend professional development presented on formative assessment and how to use it effectively in the classroom to inform instruction. Teachers will learn how to apply time management to the process as well as how to use data from the formative assessment to improve instruction.	Professional Learning	08/01/2016	06/30/2017	\$4150	Grant Funds	Principal Assistant Principal All teachers
Activity - Growth Mindset Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will attend professional development on how to improve growth mindset in their students as well as their own. This will improve attitudes and effort in student learning.	Professional Learning	08/01/2016	06/30/2017	\$1500	Grant Funds	Principal Assistant Principal All Teachers
Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will attend professional development on using technology in the classroom. Teachers will learn the most up to date technology tools that they can use in their classroom to enhance instruction and to use for assessing students.	Professional Learning, Technology	08/01/2016	06/30/2017	\$1200	Grant Funds	Principal Assistant Principal All Teachers

Goal 6: 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 19.0% to 9.5% and middle will decrease 15.7% to 7.85%.

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 four 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
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	08/08/2016	06/30/2017	\$0	No Funding Required	School Leadership, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administration and teachers will analyze data from schoolwide assessments to make decisions about student placement, teacher RtI groupings and small group instruction.	Other - Data Analysis	08/08/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Teachers

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 - Content Area Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Yellow Creek School Center

Teachers will receive content area professional development relating to their grade level and content area. If needed, teachers will peer observe within the school and district if extra support is needed.	Professional Learning	08/01/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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
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	08/08/2016	06/30/2017	\$0	No Funding Required	Assistant Principal Teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Assistant Principal 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 Academic Standards. The program will be implemented in grades K-8 to maintain consistency.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	SFA Reading Facilitator Reading Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Education Galaxy	Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for Rtl or for classroom instructional purposes.	Technology	08/08/2016	06/30/2017	\$1080	Principal, Assistant Principal, Teachers
Education Galaxy	Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for Rtl or for classroom instructional purposes.	Academic Support Program, Technology	08/08/2016	06/30/2017	\$1080	Principal Assistant Principal Teachers Paraeducator s
Total					\$2160	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Everyday Counts Calendar Math	K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10-15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/08/2016	06/30/2017	\$5000	Principal Assistant Principal District Math Coach K-6 Math Teachers
College and Career Visits	Sixth, seventh and eighth graders will attend a college or career institution each year.	Field Trip, Career Preparation/Orientation	08/08/2016	06/30/2017	\$6000	GEAR UP Academic Specialist Middle grades teachers
Growth Mindset Professional Development	Teachers and administration will attend professional development on how to improve growth mindset in their students as well as their own. This will improve attitudes and effort in student learning.	Professional Learning	08/01/2016	06/30/2017	\$1500	Principal Assistant Principal All Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Formative Assessment Professional Development	Teachers and principals will attend professional development presented on formative assessment and how to use it effectively in the classroom to inform instruction. Teachers will learn how to apply time management to the process as well as how to use data from the formative assessment to improve instruction.	Professional Learning	08/01/2016	06/30/2017	\$4150	Principal Assistant Principal All teachers
Reading and Math Professional Development	Elementary and Middle grades math and reading teachers will attend two days of content specific professional development along with administration. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary/middle grades math teachers will receive strategies specific to Math in Focus Singapore Math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000	Principal Assistant Principal Reading teachers Math teachers
Math in Focus Curriculum	Teachers will implement the Math in Focus Singapore Math Curriculum with fidelity. The curriculum is aligned to the Kentucky Academic Standards based on the Common Core Standards. Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program	08/08/2016	06/30/2017	\$10350	District Textbook Coordinator District Math Curriculum Specialist K-3 Math Coach Principal Assistant Principal K-8 Math Teachers
Everyday Counts Calendar Math	K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10–15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/09/2016	06/30/2017	\$5000	Principal Assistant Principals District Math Coach K-6 Math Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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 Academic Standards and College and Career Readiness components.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers
5 Day Preschool Program	Through the KDE Preschool Partnership Tier II grant, we will have a 5 day Preschool Program for 4 and 5 year olds that will be entering Preschool in the fall of 2017.	Academic Support Program	01/02/2017	06/30/2017	\$20000	District Preschool Coordinator Preschool Teachers
5 Day Preschool Program	Through the KDE Preschool Partnership Tier II grant, we will have a 5 day Preschool Program for 4 and 5 year olds that will be entering Preschool in the fall of 2017.	Academic Support Program	01/02/2017	06/30/2017	\$20000	District Preschool Coordinator Preschool Teachers
Technology Professional Development	Teachers and administration will attend professional development on using technology in the classroom. Teachers will learn the most up to date technology tools that they can use in their classroom to enhance instruction and to use for assessing students.	Professional Learning, Technology	08/01/2016	06/30/2017	\$1200	Principal Assistant Principal All Teachers
Content Area Professional Development	Middle grades math and reading teachers will attend two days of content specific professional development. Middle grade reading teachers will receive strategies specific to Success for All Reading program. Middle grades math teachers will receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learning" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/08/2016	06/30/2017	\$15000	Principal Assistant Principal Middle grade teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Content Area Professional Development	Elementary and Middle grade math and reading teachers will attend two days of content specific professional development. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary and middle grade math teachers will receive strategies specific to the Math in Focus Singapore math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000	Principal Assistant Principal K-8 Math and Reading Teachers
Total					\$118200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading	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	08/08/2016	06/30/2017	\$1000	Principal, Assistant Principal, Corrective Reading Teachers
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	10/11/2016	05/30/2017	\$15000	Principal Assistant Principal ESS Staff
Math In Focus Professional Development	Elementary and middle grade math teachers will participate in professional development sessions in bar modeling and instructional strategies. Teachers will also observe Demonstration lessons presented by Math in Focus presenters in actual classrooms.	Professional Learning	08/01/2016	06/30/2017	\$11800	District PD Coordinator, Principal, Assistant Principal, math teachers
Third Preschool Classroom	In addition to the two Bell Whitley funded preschool classrooms, our school will fund a third preschool classroom to reduce class size and to increase Kindergarten readiness with more one-on-one time with students.	Class Size Reduction	08/15/2016	06/30/2017	\$20000	District Preschool Coordinator Principal Preschool Teachers
Total					\$47800	

Comprehensive School Improvement Plan

Yellow Creek School Center

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 Academic Standards. The program will be implemented in grades K-8 to maintain consistency.	Academic Support Program	08/08/2016	06/30/2017	\$0	SFA Reading Facilitator Reading Teachers
Cooperative Learning	Kindergarten-8th Grade reading teachers and 6th-8th math teachers will implement Success for All cooperative learning strategies which include daily use of cooperative grouping and teamwork.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Math and ELA Curriculum Specialists, Teachers
Early Childhood Screenings	Preschoolers will be screened using several assessments (Dial IV, Battelle, Connors Rating Scale, Articulation Screener, etc) to determine if preschool student has academic, social, emotional or language delays. Related services are then provided by the proper staff in order to identify any issues that need to be addressed before the child enters Kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0	Preschool teachers Special Needs teachers Speech Language Pathologist Occupational Therapist
Preschool Home Visits	Preschool teachers will complete 2 home visits per Preschool child. This will increase parent communication and home/school connection. Preschool teachers can address any issues the child is having at school as well as offer suggestions to parents if child is having social or emotional issues transitioning from home to school.	Parent Involvement	08/15/2016	06/30/2017	\$0	Preschool Teachers
Administration Training	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	08/08/2016	06/30/2017	\$0	Principals, Assistant Principals
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	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal
Data Analysis	School Administration and teachers will analyze data from schoolwide assessments to make decisions about student placement, teacher RtI groupings and small group instruction.	Other - Data Analysis	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/09/2016	06/30/2017	\$0	Principal Assistant Principal Special Education Staff SFA Reading Facilitator Reading Teachers/Staff Math Teachers/Staff
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	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Teachers
Parent Surveys	Biannually, the FRYSC administers the KIP Survey. Annually, FRYSC also administers an additional parent survey (Family Friendly School Survey) to 6th and 8th grade parents. With collaboration with school leadership, FRYSC will discuss and analyze the results of both surveys and how to help at risk students be more successful at home and at school.	Parent Involvement	08/09/2016	06/30/2017	\$0	FRYSC Coordinator Parent Liaison Principal Assistant Principal
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	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Peer Observers
ILPs	All students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	GEAR UP Academic Specialist Technology Teacher
Primary Program Review	Continue identifying and analyzing gaps in particular programs areas to determine next steps for continuous improvement.	Professional Learning	08/08/2016	06/30/2017	\$0	District Program Review Point of Contact Principal Assistant Principal Program Review Lead Primary Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Accelerated Reader	Students will participate in the Accelerated Reader Program, which allows them to check out a book from the library on their reading level and then take a corresponding quiz on the book they read. This allows students to earn recognition points and will improve their reading comprehension and fluency.	Academic Support Program	08/08/2016	06/30/2017	\$0	Librarian 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	08/08/2016	06/30/2017	\$0	School Leadership, Teachers, Other Professionals
Content Area Professional Development	Teachers will receive content area professional development relating to their grade level and content area. If needed, teachers will peer observe within the school and district if extra support is needed.	Professional Learning	08/01/2016	06/30/2017	\$0	District Curriculum Specialists, District Principals, Teachers
Social Media Parent Communication	The school utilizes our school website, Facebook and the Remind app to increase parent involvement. The school website and Facebook allows the school to communicate announcements and activities to keep at risk students informed of school events and to help engage parents. The Remind app allows teachers and administration to remind students and parents of upcoming tests, assignments, and activities to help parents to be more involved in student progress and to help students be more successful at school.	Parent Involvement	08/09/2016	06/30/2017	\$0	Principal Assistant Principal Teachers
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	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Program Review Lead Teachers, Teachers
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	08/08/2016	06/30/2017	\$0	Superintendent/Designee (Principal Coach)
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 2016-2017.	Other - Professional Growth	08/08/2016	06/30/2017	\$0	District Principals
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 MAP/KPREP, Gear Up, Practical Living program review, etc.)	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/08/2016	06/30/2017	\$0	Principal Assistant Principal GEAR UP Academic Specialist Teachers
PLC Meetings	Teachers will attend PLC meetings to be trained in the areas of the programs reviews including the purpose, updates to the process, rubrics, rotational submission and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/08/2016	06/30/2017	\$0	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Lead Teachers, 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 1st, 3rd and 5th six weeks of school Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/09/2016	06/30/2017	\$0	Principal Assistant Principal All Teachers
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	08/08/2016	06/30/2017	\$0	School MAP Coordinator, Principal, Assistant Principal, Teachers
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	08/08/2016	06/30/2017	\$0	Special Education Teachers
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	08/08/2016	06/30/2017	\$0	Assistant Principal 6th, 7th and 8th Grade Math 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

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/08/2016	06/30/2017	\$0	School Leadership, Teachers
Preschool Parent Meetings	Preschool parents will be invited to 4 Preschool parent meetings throughout the school year. Parents will learn social, emotional and academic tips to help their child both at home and at school as well as to aide in transitioning to Kindergarten.	Parent Involvement	08/15/2016	06/30/2017	\$0	District Preschool Coordinator Preschool Teachers
Curiosity Corner	Preschool teachers will utilize the Success for All Curiosity Corner Program. This preschool program will create a smooth transition into the SFA KinderCorner curriculum in Kindergarten. It has a strong focus on oral-language and vocabulary development and assessment; built-in scaffolds and prompts to help students thoroughly learn procedures and cooperative learning structures; many opportunities for student interaction and partner work; integration of social-emotional skills and strategies; professional development for teachers, including online resources; interactive whiteboard compatibility; online data tools and analysis; and integration of videos, including Sesame Workshop ones, to enhance instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	District Preschool Coordinator Preschool Teachers
Small Group Rtl	The lowest performing students on MAP assessments will be provided time in the day to be provided small group instruction using SuccessMaker and/or Education Galaxy for Reading and Math.	Tutoring	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Instructional Assistants, Teachers
Success for All PowerTeaching Math	PowerTeaching Math is middle grades program that is an instructional approach linked to Kentucky Academic Standards and is research-proven instructional strategies and classroom resources that promote rigor and student engagement. PowerTeaching Math empowers students to work together to improve their understanding of mathematics concepts, and encourages them to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching promotes a student centered classroom through the use of assessments for learning and student learning teams.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Math Teachers
Math in Focus Curriculum	Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Math teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Program Review Lead Teachers Teachers/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	08/09/2016	06/30/2017	\$0	Corrective Reading Teachers/Staff
Supplemental Reading Programs	Supplemental reading program designed to target students based on reading ability. Second-third grade students will have fifty minutes of additional reading time of direct instruction based on their skills and ability levels. Students are monitored regularly for growth. (SWP # 9) Students are either placed in Reading Mastery or Novel Studies based on their reading level and performance.	Direct Instruction	08/08/2016	06/30/2017	\$0	Library/Media Specialist Reading Mastery Teachers Novel Studies Teachers
District Principal Meetings	District PGES POC and Principal Coach collaborate to share updates and PGES information during principal meetings that include a focus on fidelity of implementation and training.	Professional Learning	08/08/2016	06/30/2017	\$0	District PGES POC, Principal Coach, District Principals
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 Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Teachers
Successmaker Reading and Math	SuccessMaker is an individualized computer based program. The program is adaptive and sets a baseline for students at their level of reading and math. Students progress through a select set of math and reading skills based on their individual level and needs. Teachers can access data reports for progress monitoring in order to track student needs and growth for individual and whole group instructional purposes. (SWP #9)	Technology	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, School Contact, Teachers, Aides

Comprehensive School Improvement Plan

Yellow Creek School Center

Data Analysis	Teachers will analyze KPREP data for reading and math each fall to determine students not meeting proficiency. Teachers will use this data to develop strategies to improve instruction and how to meet individual needs. Teachers will also monitor and analyze MAP data after each administration (Fall, Winter, Spring). Teachers will use data to adjust RtI groupings and to identify specific needs to address the achievement gap for reading and math.	Other - Data Analysis	08/09/2016	05/31/2017	\$0	Principal Assistant Principal Reading and Math Teachers SFA Reading Facilitator
Operation Preparation for 8th Grade	Develop ,promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Principal Assistant Principal GEAR UP Academic Specialist Teachers/Staff
Peer Observers	Teachers serving as peer observers will complete the required iDrive Peer Observation module AND the district provided training.	Other - Collaboration	08/08/2016	06/30/2017	\$0	District PGES POC, Peer Observers, Teachers
Data Analysis	School Administration and teachers will analyze data from schoolwide assessments to make decisions about student placement, teacher RtI groupings and small group instruction.	Other - Data Analysis	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Teachers
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 serve as a universal screener and to monitor student growth/progress as well as provide teachers and staff with data to track student needs.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff
Success for All Reading Curriculum	The Success for All Program incorporates a cooperative learning approach to reading. Students are placed in reading groups based on their reading abilities and are either accelerated or remediated accordingly. Students work in teams for comprehension and discussion as well as individually during fluency checks. The program works to combat weaknesses of students in poverty and disadvantaged students through cooperative learning strategies, professional development for educators and by involving schools, community and family to support student success in a collaborative whole-school framework	Academic Support Program	08/08/2016	06/30/2017	\$0	District SFA Reading Curriculum Specialist SFA Reading Facilitator/School Librarian Principal Assistant Principal K-8 Reading Teachers.
Parent Teacher Organization	Our Parent Teacher Organization is actively involved in many areas of the school. They help support various events and provide for needs in our school. It is a productive way for teachers and parents to work together for the betterment of the school.	Parent Involvement	08/08/2016	06/30/2017	\$0	Teachers Paraeducators

Comprehensive School Improvement Plan

Yellow Creek School Center

District Principal Coach	Supports the implementation of PPGES through principal coaching including site visits, cadre meetings, etc.	Other - Collaboration	08/08/2016	06/30/2017	\$0	District PPGES Coach, District Principals
Brigance Screening for Kindergarten	All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/08/2016	06/30/2017	\$0	Library Media Specialist, Paraeducators, Itinerant District Staff, Parents of Kindergarten Students
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	08/08/2016	06/30/2017	\$0	Assistant Principal Teachers
Career and College Day	Establish a College and Career Day where students will research and give a presentation about a career of their choice.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Principal Assistant Principal Middle School Teachers
Implementation of Math in Focus	K-8 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, District Math Coaches, K-8 Math Teachers
Analysis of Program Review	Examine new rubrics used in all program reviews. Evaluate current program review process at YCS and revise our process (Consider the existing sources and evidence to inform the overall program assessment.)	Professional Learning	08/08/2016	06/30/2017	\$0	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Leads

Comprehensive School Improvement Plan

Yellow Creek School Center

Curiosity Corner	Preschool teachers will utilize the Success for All Curiosity Corner Program. This preschool program will create a smooth transition into the SFA KinderCorner curriculum in Kindergarten. It has a strong focus on oral-language and vocabulary development and assessment; built-in scaffolds and prompts to help students thoroughly learn procedures and cooperative learning structures; many opportunities for student interaction and partner work; integration of social-emotional skills and strategies; professional development for teachers, including online resources; interactive whiteboard compatibility; online data tools and analysis; and integration of videos, including Sesame Workshop ones, to enhance instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	District Preschool Coordinator Preschool Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Tutoring Programs	Primary students that are reading below the 25th percentile on the MAP assessment receive additional reading instruction using the Reading Mastery direct instruction program. Once students progress, they advance to the Novel Studies reading program to help get them on grade level in reading. Through the implementation of both programs, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/09/2016	06/30/2017	\$0	SFA Facilitator SFA Tutoring Staff
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	08/09/2016	06/30/2017	\$0	Principal Assistant Principal Teachers and Staff
Success for All Reading Curriculum	Elementary students are given effective instruction in critical academic and social skills, with interactive lessons are aligned to the Kentucky Academic Standards. The middle program extends cooperative learning with detailed, proven effective lesson plans. Students acquire the skills and strategies they need to read, comprehend and critically dissect complex texts. SFAF programs are designed to accelerate the development of struggling older students, so they achieve at or above their grade levels.	Academic Support Program, Recruitment and Retention	08/08/2016	06/30/2017	\$1000	Principal Assistant Principal SFA Reading Facilitator Reading Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

AmeriCorp 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	10/03/2016	06/30/2017	\$19320	AmeriCorp Math Tutor
Americorp Math Tutor	Our AmeriCorp Math Tutor targets students in third-fifth 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	08/08/2016	06/30/2017	\$5500	Principal, Assistant Principal, AmeriCorp Math Tutor
Automaticity	All 1st-8th grade 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	08/09/2016	06/30/2017	\$1000	Math Teachers
Total					\$26820	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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 all courses, especially in Reading and Mathematics with the implementation of school wide Reading Success for All (SFA) Programs and Math in Focus Singapore Mathematics Programs. All students have access to RtI and ESS tutoring. Reading, Math and other content areas also incorporate formative assessments, learning targets and graphic organizers to name a few strategies. Also, in an effort to increase the amount of quality learning time in our targeted area for improvement, all students in grades K-8 have an additional period of mathematics.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	All three preschool classrooms are now located within the main building with K-8 classes. The preschool classes are adjacent to the Kindergarten classes, which allows Preschool students to access the same facilities and resources as Kindergarten. It also allows for collaboration and exchange of ideas among preschool and kindergarten teachers, which will ease preschool transition.	

Comprehensive School Improvement Plan

Yellow Creek School Center

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	Reading and Math classes all implement cooperative learning on a daily basis. Other content areas, including Reading and Math, also implement research based strategies such as formative assessment, learning targets, graphic organizers, etc. Rtl is a 50 minute period provided daily in which students are grouped according to their needs and then instructed accordingly. Struggling students have access to computer based programs such as SuccessMaker and Education Galaxy to provide additional help. Tutoring is provided throughout the day in grades 3-6 by an AmeriCorp worker and after school ESS	

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

Label	Assurance	Response	Comment	Attachment
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 provided content area professional development relating to the subject they teach.	

Comprehensive School Improvement Plan

Yellow Creek School Center

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		

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		

Comprehensive School Improvement Plan

Yellow Creek School Center

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		

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.k12.ky.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		

Comprehensive School Improvement Plan

Yellow Creek School Center

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		

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		

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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 2016-2017.	Other - Professional Growth	08/08/2016	06/30/2017	\$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 Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019.

Measurable Objective 1:

collaborate to increase the averaged combined math and reading K-Prep Proficiency Scores for elementary to 56.8% and increase middle to 60.6% by 06/30/2017 as measured by the School Report Card..

Strategy1:

Comprehensive School Improvement Plan

Yellow Creek School Center

Curriculum & Assessment Alignment Combined - Ensure that teachers implement an aligned and rigorous curriculum using the Kentucky Academic Standards.

Category: Professional Learning & Support

Research Cited:

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	08/08/2016	06/30/2017	\$0 - No Funding Required	Special Education 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	08/08/2016	06/30/2017	\$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-8 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, District Math Coaches, K-8 Math Teachers

Activity - Math In Focus Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and middle grade math teachers will participate in professional development sessions in bar modeling and instructional strategies. Teachers will also observe Demonstration lessons presented by Math in Focus presenters in actual classrooms.	Professional Learning	08/01/2016	06/30/2017	\$11800 - District Funding	District PD Coordinator, Principal, Assistant Principal, math teachers

Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10-15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Grant Funds	Principal Assistant Principal District Math Coach K-6 Math Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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 Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten-8th Grade reading teachers and 6th-8th math teachers will implement Success for All cooperative learning strategies which include daily use of cooperative grouping and teamwork.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Math and ELA Curriculum Specialists, 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:

Activity - Targeted Grouping for RtI	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 RtI groups based on strengths exhibited.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SuccessMaker is an individualized computer based program. The program is adaptive and sets a baseline for students at their level of reading and math. Students progress through a select set of math and reading skills based on their individual level and needs. Teachers can access data reports for progress monitoring in order to track student needs and growth for individual and whole group instructional purposes. (SWP #9)	Technology	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for RtI or for classroom instructional purposes.	Technology	08/08/2016	06/30/2017	\$1080 - General Fund	Principal, Assistant Principal, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader Program, which allows them to check out a book from the library on their reading level and then take a corresponding quiz on the book they read. This allows students to earn recognition points and will improve their reading comprehension and fluency.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Librarian Teachers

Activity - Small Group RtI	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 and/or Education Galaxy for Reading and Math.	Tutoring	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Assistants, Teachers

Activity - Supplemental Reading Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Second-third grade students will have fifty minutes of additional reading time of direct instruction based on their skills and ability levels. Students are monitored regularly for growth. (SWP # 9) Students are either placed in Reading Mastery or Novel Studies based on their reading level and performance.	Direct Instruction	08/08/2016	06/30/2017	\$0 - No Funding Required	Library/Media Specialist Reading Mastery Teachers Novel Studies 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	08/08/2016	06/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Corrective Reading Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our AmeriCorp Math Tutor targets students in third-fifth 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	08/08/2016	06/30/2017	\$5500 - Other	Principal, Assistant Principal, AmeriCorp Math Tutor

Strategy3:

MAP Assessment - Students in Kindergarten through eighth grades will be assessed three times per year using the MAP 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 and will serve as a universal screener to determine if students Rtl placement is needed.

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 serve as a universal screener and to monitor student growth/progress as well as provide teachers and staff with data to track student needs.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, MAP Coordinator, Teachers/Staff

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

Goal 1:

Increase the averaged combined reading and math K-Prep Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019.

Measurable Objective 1:

collaborate to increase the averaged combined math and reading K-Prep Proficiency Scores for elementary to 56.8% and increase middle to 60.6% by 06/30/2017 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:

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/08/2016	06/30/2017	\$0 - No Funding Required	Library Media Specialist, Paraeducators, Itinerant District Staff, Parents of Kindergarten Students

Activity - Early Childhood Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will be screened using several assessments (Dial IV, Battelle, Connors Rating Scale, Articulation Screener, etc) to determine if preschool student has academic, social, emotional or language delays. Related services are then provided by the proper staff in order to identify any issues that need to be addressed before the child enters Kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Preschool teachers Special Needs teachers Speech Language Pathologist Occupational Therapist

Narrative:

Brigance Screener

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 44.3% in 2015-2016 to 68.4% in 2018-2019 and for middle from 40.2% in 2015-2016 to 71.0% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 44.3% to 55.7% and for middle from 40.2% to 59.3% by 05/31/2017 as measured by the School Report Card..

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Preschool Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool parents will be invited to 4 Preschool parent meetings throughout the school year. Parents will learn social, emotional and academic tips to help their child both at home and at school as well as to aide in transitioning to Kindergarten.	Parent Involvement	08/15/2016	06/30/2017	\$0 - No Funding Required	District Preschool Coordinator Preschool Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Preschool Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will complete 2 home visits per Preschool child. This will increase parent communication and home/school connection. Preschool teachers can address any issues the child is having at school as well as offer suggestions to parents if child is having social or emotional issues transitioning from home to school.	Parent Involvement	08/15/2016	06/30/2017	\$0 - No Funding Required	Preschool Teachers

Strategy2:

School Readiness for Kindergarten - Preschool teachers will implement various activities and strategies to ease the transition to Kindergarten.

Category: Early Learning

Research Cited:

Activity - Curiosity Corner	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will utilize the Success for All Curiosity Corner Program. This preschool program will create a smooth transition into the SFA KinderCorner curriculum in Kindergarten. It has a strong focus on oral-language and vocabulary development and assessment; built-in scaffolds and prompts to help students thoroughly learn procedures and cooperative learning structures; many opportunities for student interaction and partner work; integration of social-emotional skills and strategies; professional development for teachers, including online resources; interactive whiteboard compatibility; online data tools and analysis; and integration of videos, including Sesame Workshop ones, to enhance instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	District Preschool Coordinator Preschool Teachers

Activity - 5 Day Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the KDE Preschool Partnership Tier II grant, we will have a 5 day Preschool Program for 4 and 5 year olds that will be entering Preschool in the fall of 2017.	Academic Support Program	01/02/2017	06/30/2017	\$20000 - Grant Funds	District Preschool Coordinator Preschool Teachers

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 Proficiency scores for elementary school students from 44.5% in 2015-2016 to 69.2% in 2018-2019 and for middle from 41.6% in 2015-2016 to 71.9% in 2018-2019.

Measurable Objective 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the averaged combined math and reading K-Prep Proficiency Scores for elementary to 56.8% and increase middle to 60.6% by 06/30/2017 as measured by the School Report Card..

Strategy1:

Curriculum & Assessment Alignment Combined - Ensure that teachers implement an aligned and rigorous curriculum using the Kentucky Academic Standards.

Category: Professional Learning & Support

Research Cited:

Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10-15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Grant Funds	Principal Assistant Principal District Math Coach K-6 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 Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, 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	08/08/2016	06/30/2017	\$0 - No Funding Required	Special Education 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	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten-8th Grade reading teachers and 6th-8th math teachers will implement Success for All cooperative learning strategies which include daily use of cooperative grouping and teamwork.	Academic Support Program	08/08/2016	06/30/2017	\$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-8 math teachers will implement the Math in Focus math curriculum with fidelity.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, District Math Coaches, K-8 Math Teachers

Activity - Math In Focus Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and middle grade math teachers will participate in professional development sessions in bar modeling and instructional strategies. Teachers will also observe Demonstration lessons presented by Math in Focus presenters in actual classrooms.	Professional Learning	08/01/2016	06/30/2017	\$11800 - District Funding	District PD Coordinator, Principal, Assistant Principal, math 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:

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based math and reading program that allows students to practice and assess skills they have yet to master. Students can access the program at home or at school to provide extra practice. Teachers can also monitor student progress through various report options and can be used as progress monitoring for Rtl or for classroom instructional purposes.	Technology	08/08/2016	06/30/2017	\$1080 - General Fund	Principal, Assistant Principal, Teachers

Activity - Supplemental Reading Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Second-third grade students will have fifty minutes of additional reading time of direct instruction based on their skills and ability levels. Students are monitored regularly for growth. (SWP # 9) Students are either placed in Reading Mastery or Novel Studies based on their reading level and performance.	Direct Instruction	08/08/2016	06/30/2017	\$0 - No Funding Required	Library/Media Specialist Reading Mastery Teachers Novel Studies Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

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	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader Program, which allows them to check out a book from the library on their reading level and then take a corresponding quiz on the book they read. This allows students to earn recognition points and will improve their reading comprehension and fluency.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Librarian Teachers

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 and/or Education Galaxy for Reading and Math.	Tutoring	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Corrective Reading Teachers

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our AmeriCorp Math Tutor targets students in third-fifth 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	08/08/2016	06/30/2017	\$5500 - Other	Principal, Assistant Principal, AmeriCorp Math Tutor

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SuccessMaker is an individualized computer based program. The program is adaptive and sets a baseline for students at their level of reading and math. Students progress through a select set of math and reading skills based on their individual level and needs. Teachers can access data reports for progress monitoring in order to track student needs and growth for individual and whole group instructional purposes. (SWP #9)	Technology	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, School Contact, Teachers, Aides

Strategy3:

MAP Assessment - Students in Kindergarten through eighth grades will be assessed three times per year using the MAP 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 and will serve as a universal screener to determine if students RtI placement is needed.

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 serve as a universal screener and to monitor student growth/progress as well as provide teachers and staff with data to track student needs.	Academic Support Program	08/08/2016	06/30/2017	\$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 44.3% in 2015-2016 to 68.4% in 2018-2019 and for middle from 40.2% in 2015-2016 to 71.0% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 44.3% to 55.7% and for middle from 40.2% to 59.3% by 05/31/2017 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:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - 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 Rtl class (see schedule).	Tutoring	08/09/2016	06/30/2017	\$0 - Other	Principal Assistant Principal Teachers and Staff

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	10/11/2016	05/30/2017	\$15000 - District Funding	Principal Assistant Principal ESS Staff

Activity - Reading Tutoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students that are reading below the 25th percentile on the MAP assessment receive additional reading instruction using the Reading Mastery direct instruction program. Once students progress, they advance to the Novel Studies reading program to help get them on grade level in reading. Through the implementation of both programs, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/09/2016	06/30/2017	\$0 - Other	SFA Facilitator SFA Tutoring 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	08/09/2016	06/30/2017	\$0 - No Funding Required	Corrective Reading Teachers/Staff

Activity - AmeriCorp 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	10/03/2016	06/30/2017	\$19320 - Other	AmeriCorp Math Tutor

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze KPREP data for reading and math each fall to determine students not meeting proficiency. Teachers will use this data to develop strategies to improve instruction and how to meet individual needs. Teachers will also monitor and analyze MAP data after each administration (Fall, Winter, Spring). Teachers will use data to adjust RtI groupings and to identify specific needs to address the achievement gap for reading and math.	Other - Data Analysis	08/09/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Reading and Math Teachers SFA Reading Facilitator

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 elementary

Category: Integrated Methods for Learning

Research Cited:

Activity - Success for All Reading Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Success for All Program incorporates a cooperative learning approach to reading. Students are placed in reading groups based on their reading abilities and are either accelerated or remediated accordingly. Students work in teams for comprehension and discussion as well as individually during fluency checks. The program works to combat weaknesses of students in poverty and disadvantaged students through cooperative learning strategies, professional development for educators and by involving schools, community and family to support student success in a collaborative whole-school framework	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	District SFA Reading Curriculum Specialist SFA Reading Facilitator/School Librarian Principal Assistant Principal K-8 Reading Teachers.

Activity - Content Area Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and Middle grade math and reading teachers will attend two days of content specific professional development. Elementary/middle grade reading teachers will receive strategies specific to Success for All Reading program. Elementary and middle grade math teachers will receive strategies specific to the Math in Focus Singapore math program. Middle grade math teachers will also receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learner" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/01/2016	06/30/2017	\$15000 - Grant Funds	Principal Assistant Principal K-8 Math and Reading Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 1st-8th grade 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	08/09/2016	06/30/2017	\$1000 - Other	Math Teachers

Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Math in Focus Singapore Math Curriculum with fidelity. The curriculum is aligned to the Kentucky Academic Standards based on the Common Core Standards. Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.	Academic Support Program	08/08/2016	06/30/2017	\$10350 - Grant Funds	District Textbook Coordinator District Math Curriculum Specialist K-3 Math Coach Principal Assistant Principal K-8 Math Teachers

Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 math classes will implement Everyday Counts Calendar Math into their math instruction on a daily basis. Calendar Math will enrich daily math instruction, reinforce core concepts, and provide immediate differentiation in 10–15 minutes a day. These activities and interactive games build computational fluency, reasoning, and conceptual understanding.	Academic Support Program	08/09/2016	06/30/2017	\$5000 - Grant Funds	Principal Assistant Principals District Math Coach K-6 Math Teachers

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	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Special Education Staff SFA Reading Facilitator Reading Teachers/Staff Math Teachers/Staff

Strategy3:

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

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Parent Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biannually, the FRYSC administers the KIP Survey. Annually, FRYSC also administers an additional parent survey (Family Friendly School Survey) to 6th and 8th grade parents. With collaboration with school leadership, FRYSC will discuss and analyze the results of both surveys and how to help at risk students be more successful at home and at school.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	FRYSC Coordinator Parent Liaison Principal Assistant Principal

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 1st, 3rd and 5th six weeks of school Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal All Teachers

Activity - Social Media Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school utilizes our school website, Facebook and the Remind app to increase parent involvement. The school website and Facebook allows the school to communicate announcements and activities to keep at risk students informed of school events and to help engage parents. The Remind app allows teachers and administration to remind students and parents of upcoming tests, assignments, and activities to help parents to be more involved in student progress and to help students be more successful at school.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers

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.

Goal 1:

Increase the percentage of students that college and career ready based on Local Performance Measures (MAP) from 52.3% in 2016 to 60% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness from 52.3% to 60% by 06/30/2017 as measured by Local Performance Measures (MAP).

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy1:

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

Research Cited:

Activity - Transition Meeting for 8th Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal GEAR UP Academic Specialist Teachers

Activity - ILPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	GEAR UP Academic Specialist Technology Teacher

Activity - College and Career Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth, seventh and eighth graders will attend a college or career institution each year.	Field Trip Career Preparation/ Orientation	08/08/2016	06/30/2017	\$6000 - Grant Funds	GEAR UP Academic Specialist Middle grades teachers

Activity - Operation Preparation for 8th Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop ,promote, and implement Operation Preparation for 8th grade students	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal GEAR UP Academic Specialist Teachers/Staff

Activity - Career and College Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a College and Career Day where students will research and give a presentation about a career of their choice.	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Middle School Teachers

Strategy2:

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

Category: Career Readiness Pathways

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	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 Academic Standards and College and Career Readiness components.	Academic Support Program	08/08/2016	06/30/2017	\$0 - Grant Funds	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Strategy3:

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

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	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 MAP/KPREP, Gear Up, Practical Living program review, etc.)	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, GEAR UP Academic Specialist, Middle School Teachers

Activity - Content Area Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle grades math and reading teachers will attend two days of content specific professional development. Middle grade reading teachers will receive strategies specific to Success for All Reading program. Middle grades math teachers will receive strategies specific to the Success for All PowerTeaching Math program. Additional training will be provided on the "Struggling Learning" in the Singapore Math classroom as well as demonstration lessons. The purpose of these trainings is to learn research based instructional strategies to implement within the classroom based on the Kentucky Academic Standards. 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	08/08/2016	06/30/2017	\$15000 - Grant Funds	Principal Assistant Principal Middle grade teachers

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

Goal 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

Yellow Creek School Center will demonstrate proficiency in Visual & Performing Arts, 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 Visual & Performing Arts, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2017 as measured by Program Review results.

Strategy1:

Program Review All - Provide information to teachers about the purpose and process of the review, the importance, implementation as well as updates to the process (new rubrics, rotational submission, evidence collection, integration)

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine new rubrics used in all program reviews. Evaluate current program review process at YCS and revise our process (Consider the existing sources and evidence to inform the overall program assessment.)	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Leads

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 including the purpose, updates to the process, rubrics, rotational submission and evidence. These PLC meetings will continue in the form of continuous updating and discussion of program reviews.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	District Program Review Point of Contact, Principal, Assistant Principal, Program Review Lead Teachers, Teachers

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	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0 - No Funding Required	District Program Review Point of Contact Principal Assistant Principal Program Review Lead Primary Teachers

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, 39 certified full time employees plus 3 preschool teachers, 24 classified full time employees, and 17 itinerant employees (certified and/or classified). In addition, our school clinic has 1 nurse. Within our school, we also have a Family Resource Youth Service Center (FRYSC), which also seeks to serve and provide supportive services to our students and families. In the past five years, we have increased our technology for students and teachers by obtaining two computer labs, mobile labs, teacher computers, SmartBoards, 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. Unfortunately, with the recent decline of the coal industry, many families have been displaced due to loss of jobs and many have lost their homes and been forced to move in with family members. Also, many of our students live within the town limits, which means that many students transfer back and forth between our school and the neighboring independent school. While our community is very proud of its Appalachian culture, the loss of jobs have affected our community.

Yellow Creek School's greatest challenge for the past four years has been an explosion of our school's population. Many families have into our school to live with family members due to loss of jobs. Therefore, we see a huge population of transient students. We have increased our student population by one-third compared to our status from four years ago. 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. Yet, we still have several teachers, including math are still in need of a classroom. With additional needs of food, clothing and shelter, we have had an increase in outside community sources from neighboring cities and even states that assist with students' basic needs. Regardless of the challenges, our school continue to improve academically and overcome the barriers and obstacles of a rural low income community.

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 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 Academic Standards, the data is used to help drive classroom instruction, RtI classes, tutoring, and computer based programs. 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. We use this information to set goals with students and encourage them to improve. 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 five 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. In grades 4-8th, the Corrective Reading Program is also 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 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 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. We have also implemented a Fairy Tale Wednesday program with our preschool parents that also encourages preschool parents to come in on Wednesdays and read a book with their preschool child.

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 6-8 our students are participating in SFA PowerTeaching 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. Over the years, our partnership in the Gear Up grant, has provided numerous resources including calculators, resource materials, manipulatives and professional development trainings. We also 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 (after school tutoring) students can receive extra support and one on one or small group tutoring for reading or math. Furthermore, Gear Up has provided several college/career field trips opportunities within our area and region. Our ILP coordinator also encourages students to find a career path they are interested in and helps them find resources to learn more about their career interests. In addition, we provide extracurricular activities after school such as: Academic Team, Art Club, various sports, cheerleading, Science Olympiad, and Robotics. 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. For three years, we had 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 2014-2015, our middle school dropped to a Needs Improvement Rating. The elementary school was also rated as Needs Improvement - Progressing. Language and Mechanics at the elementary level had seen exceptional growth. Reading at the elementary level has seen a steady increase in achievement. Our focus was Reading, but for the past two years, Math, has become the focus.

However, in 2015-2016, we saw a huge increase in our student performance. Our elementary school is now rated Proficient/Progressing and our Middle School is rated Distinguished/Progressing, School of Distinction/High Progress School, which is a huge increase from Needs Improvement at both levels the previous year.

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 had declined approximately 21 points the previous three years. Gap data showed the same trend as Achievement. Growth had been an area for strength and especially in Math. With that being said, our current 2015-2016 K-PREP state data report shows that we had gains in all overall areas of achievement, gap and growth at both the elementary and middle levels. Our Elementary increased 8.3 points overall and our Middle School increased 22.1 points overall. Although Achievement in math is still lower than other content areas, our students are showing growth in Math at the Elementary and Middle Grades levels. Students are not growing nearly as much as needed in math at both Elementary and Middle grades.

In addition to K-PREP testing, our students are evaluated three times a year using the MAP assessment as part of our Elgin grant and as a universal screener. Various data reports for each students, 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.

For the upcoming years, the three areas of priority are school wide Math, novice reduction in Elementary Reading, and categorical growth in elementary and middle math.

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 49 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. Last year, our building completed 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 (new classrooms, technology, grant resources, tutoring and extra curricular activities) 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 ActivBoard or SmartBoard 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 School Wide Community Eligibility Provision of the Healthy Hunger Free Act, 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 Comprehensive Care counselor. We also have several outside sources that provide food, clothing, school supplies and Christmas gifts (Feeding God's Children, Mission of Hope, Elgin Foundation). 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.