KDE Comprehensive School Improvement Plan

Right Fork School Center

Bell County

Renee Howard, Principal
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Stoney Fork, KY 40988

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Introduction

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

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Executive Summary

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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.

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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?

Right Fork School Center is located on Highway 221 in the small community of Kettle Island. Our school is nestled between two mountains along Straight Creek that runs southwest to the Cumberland River. We believe our location is the most beautiful part of Bell County. Right Fork opened its doors for the first time in 1965 with the consolidation of several 2 room schools. Major renovations to the school were completed in 2001 including the addition of several new classrooms and a gymnasium.

Right Fork educates students in grades Pre-K through eighth. The total enrollment is approximately 225 students. Our faculty and staff include 19 teachers, 1 library media specialist, 1 counselor, 1 nurse, 2 custodians, 3 cooks, and 1 FRYSC coordinator. The vast majority of our students are socioeconomically disadvantaged (93% free and reduced lunch). Therefore, our students have needs that range from the classroom to the lunchroom.

Coal mining is the driving force in our community's economy. As this industry declines, the community's population and income base also decline. This, in turn, adversely affects the school, resulting in fewer teachers, resources, and opportunities.

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School's Purpose

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

The mission of Right Fork School Center is to educate EVERY CHILD, EVERY DAY; NO EXCUSES! A top priority at Right Fork is to provide our students with a safe learning environment filled with challenging educational opportunities. The faculty and staff at Right Fork School Center is dedicated to the belief that ALL students can and will learn. Through the implementation of new, research based instructional programs (e.g. SFA Reading K-8, Math in Focus, Power Math, Reading Mastery, Corrective Reading, Corrective Math, One-to-One tutoring, Alphie's Alley, Reading Novel Studies, SuccessMaker, My Reading Coach, Waterford, Laying the Foundation, ESS), the development, implementation, and refinement of standards based units of study, and the commitment of the faculty to administer a variety of instructional strategies, the academic performance of our students will improve. We believe that through a joint effort of teachers, administrators, parents, and community members, all students will succeed.

Right Fork School Center has embraced the challenge of preparing our students to meet the College and Career Readiness standards. GEAR UP America is the vehicle by which we will meet this challenge. A myriad of opportunities are being provided to students ranging from college field trips, cultural encounters, mentoring groups, and leadership experiences.

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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.

Right Fork School Center has had the highest KPREP scores in our district for multiple years. For the 2013-2014 school year, our middle grades had a needs improvement classification. Right Fork has also had the highest percentage of students within our district who meet the EXPLORE Benchmarks. In addition, Right Fork had the highest rate of attendance in the district for the past 13 years. The correlation between attendance and achievement is evident in these results.

Our focus area for improvement is our elementary and middle grades growth factor, as well as our achievement and gap scores in the area of mathematics at all levels. In addition, we will focus more intensely on language/writing and science at all levels and social studies in the elementary levels.

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Additional Information

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

Parents play a vital role in our school and community. They are always available to help meet the needs of the school and ensure support for teachers and staff. We promote parental involvement through many aspects of the school community which include athletic events, academic events, parent meetings sponsored by the parent liaison, open house, and other school sponsored activities (e.g. Fall Festival, Christmas Musical,Book Fair, Awards Programs.).

Due to our geographic location, Right Fork provides multiple cultural experiences in order to broaden our students awareness. These experiences include Arts and Humanities excursions, other cultural field trips (e.g. Toyota Plant, Challenger Learning Center, Renfro Valley, Chattanooga Aquarium, etc.), and various college visits.

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Right Fork School Center CSIP 2014-2015

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Overview

Plan Name

Right Fork School Center CSIP 2014-2015

Plan Description

Right Fork School Center Comprehensive School Improvement Plan 2014-2015 school year.

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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 averaged combined reading and math K-PREP scores for elementary school students from 56.1% in 2014 to 72.6% in 2017 and for middle school from 65.1% in 2014 to 78.2% in 2017.	Objectives: 1 Strategies: 4 Activities: 23	Organizational	$45400
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.0% in 2014 to 72.5% in 2017 for elementary and from 41.2% in 2014 to 76.9% in 2017 for middle grades as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$0
3	KBE Goal - Next Generation Professionals - Principal	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
4	KBE Goal - Next Generation Professionals - Teachers	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$349
5	Increase the percentage of students who are college-and-career ready from 47.6% to 84.6% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

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Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 56.1% in 2014 to 72.6% in 2017 and for middle school from 65.1% in 2014 to 78.2% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program. Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Activity - Teacher and Staff Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	08/06/2013	06/30/2015	$0	Other	Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	06/30/2015	$0	No Funding Required	Principal, Assistant Principal

Strategy 2:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Activity - Standards Based Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/06/2013	06/30/2015	$0	No Funding Required	All Teachers

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

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Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/06/2013	06/30/2015	$300	Other	Content-Area Teachers, Principal, Assistant Principal

Activity - Extended School Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP, KPREP, and/or classroom assessments. (SWP 2)	Tutoring	08/06/2013	06/30/2015	$7000	Title I Schoolwide	Extended School Tutors

Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program	09/16/2013	06/30/2015	$3000	Other	Library Media Specialist/Reading Facilitator, Counselor

Activity - K-3 Proficiency -Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	08/06/2013	06/30/2015	$500	Other	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/06/2013	06/30/2015	$0	No Funding Required	All Teachers

Activity - Model Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	08/06/2013	06/30/2015	$0	No Funding Required	Principal

Activity - Teacher Analysis of Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/06/2013	06/30/2015	$0	No Funding Required	Principal and Assistant Principal

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Strategy 3:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry. Middle school students will be provided with opportunities to experience an effective transition to the high school level.

Category: Career Readiness Pathways

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/06/2013	05/29/2015	$0	Other	Kindergarten Teacher, Assistant Principal, Library Media Specialist/Reading Facilitator

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/06/2013	06/30/2015	$0	No Funding Required	Kindergarten Teacher

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Principal , Pre-K and Kindergarten teachers

Activity - HS Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling.	Academic Support Program	08/06/2013	06/30/2015	$100	Other	Principal, Assistant Principal and GEAR UP Academic Specialist

Activity - Family Resource Youth Service Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC works with parents and students to help with school supplies and clothing etc. Ready fest is scheduled before school starts to help with these needs. Conducts after school parent and literacy events. Open House and learning activities to eliminate gender gap and target at risk students. Parent in involvement, news letters and student needs.	Community Engagement	08/05/2013	06/30/2015	$30000	FRYSC	FRYSC coordinator

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Strategy 4:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Principal

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Program Review Team Leads

Activity - Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	08/06/2013	06/30/2015	$0	State Funds	Program Review Team Leads

Activity - Program Review Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	08/06/2013	06/30/2015	$500	School Council Funds	Program Review Team Leads

Activity - Coordinated School Health Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Consist of 8 components, Health education, Physical education, Health Services, Nutrition, Counseling, School Safety, Staff Health and family/community involvement.	Policy and Process	03/13/2014	06/30/2015	$0	Other	Principal, Counselor, Special Needs teacher, Regular Ed teacher, Comp Care Counselor, Lunch room coordinator, PLCS teachers, FRYSC, and School Nurse.

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A policy designed to help students eat healthy and exercise more.	Policy and Process	08/06/2013	06/30/2015	$0	No Funding Required	PLCS teachers

Activity - Fruit and Healthy Chocies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bell County Board has begun a program for students to eat fruits they normally do not eat. As part of healthy eating and healthy chocies. These fruits are made available daily for students to try.	Other	08/06/2013	06/30/2015	$4000	School Council Funds	Cafeteria staff

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.0% in 2014 to 72.5% in 2017 for elementary and from 41.2% in 2014 to 76.9% in 2017 for middle grades as measured by school reports.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 41.2 % to 55.4 % at the elementary level and from 42.0% to 63.5% at the Middle School level by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Progress Monitoring - By continually monitoring MAP data and other resouces to determine if progress is being made individually and as a whole in the areas of reading and math at each grade level.

Category:

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Activity - Monitor Progress of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/30/2015	$0	Other	Principal

Activity - Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MAP data to inform their instruction with the whole class and individuals. Also assessments in CIITS will be utilized.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Principal Classroom Teachers

Activity - Response to Intervention team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our RtI team will be used to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/06/2013	06/30/2015	$0	No Funding Required	Special Ed teachers, Para educators, IIA Counselor, Principal, Corrective math teacher.

Strategy 2:

Best Practice - Analysis of student achievement by groups.

Category:

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	06/30/2015	$0	No Funding Required	Resource Teachers, Counselor

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	06/30/2015	$0	No Funding Required	Library Media Specialist/Reading Facilitator, Assistant Principal

Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	06/30/2015	$0	No Funding Required	School Counselor

Strategy 3:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category:

Activity - TELL Survey Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	06/30/2015	$0	No Funding Required	Principal

Goal 3: KBE Goal - Next Generation Professionals - Principal

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase principal effectiveness; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the School Report Card.

Strategy 1:

Professional Growth and Effectiveness System - District Leadership Team will develop and implement a plan for the PPGES for 2014-2015 statewide implementation. All Principals will develop student growth goals, professional growth plans and goals for working conditions. A minimum of two observations per year will be completed by the superintendent/designee for each administrator.

Category:

Research Cited: Policy and Procedures

Activity - District Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	$0	No Funding Required	District PGES Team

Activity - Completion of PPGES PD360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES PD360 module by all district and school administration	Professional Learning	08/01/2013	06/30/2015	$0	No Funding Required	Principals; District PGES Coordinator

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Activity - Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys and CSIP information for 2014-2015.	Professional Learning	07/01/2014	06/30/2015	$0	No Funding Required	Superintendent/Designee; Principal

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Professional Learning	08/01/2014	06/30/2015	$0	No Funding Required	Superintendent/Designee; Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts.	Professional Learning	08/01/2013	06/30/2015	$0	No Funding Required	District PGES Coordinator; Superintendent

Goal 4: KBE Goal - Next Generation Professionals - Teachers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the percentage of teacher effectiveness; however, data is currently unavailable. Goal and objective data will be determined after baseline data has been received by 05/30/2015 as measured by the School Report Card.

Strategy 1:

Professional Growth and Effectiveness System - District Leadership Teams will work together to develop and implement a plan for the TPGES for 2013-2014. They will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Teachers will serve as peer observers. Principals and teachers will complete trainings.

Category:

Research Cited: Policy and Procedures

Activity - District Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	$0	No Funding Required	District PGES Team

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

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Develop and implement a PLP that incorporates the TPGES components through PLCs. Components include: Framework, observations, self-reflection, student growth goals, professional growth goals and student voice.	Professional Learning	08/01/2013	06/30/2015	$0	No Funding Required	Superintendent; District PGES Coordinator; Principal and teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	11/13/2013	06/30/2015	$0	No Funding Required	Superintendent; District PGES; Principals

Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	$349	District Funding	Superintendent; Principals

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	06/30/2015	$0	District Funding	CIITS Coordinators; Principals and Teachers

Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	$0	No Funding Required	District Curriculum Specialists; Principals

Activity - PGES Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	$0	No Funding Required	District PGES Coordinator

Goal 5: Increase the percentage of students who are college-and-career ready from 47.6% to 84.6% by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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collaborate to increase CCR by May of 2015, Right Fork School will have 72.3% of students CCR. by 06/30/2015 as measured by the UNBRIDLED learning fomula..

Strategy 1:

Targeted Interventions - By promoting and implementing 8th grade transition night. Eighth grade tours of the High School and meeting teachers and receiving schedules.

Category:

Research Cited: successful in the past for promoting High School rapport.

Activity - GEAR UP activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School will set up a night for Freshman orientation.	Career Preparation/Orientation	04/01/2014	06/30/2015	$0	Grant Funds	GEAR UP Coordinator

Activity - Tour the High School and Technology Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will be bused to tour the Technology Center and the High School. During the tour they will meet the principal and teachers.	Career Preparation/Orientation	03/03/2014	06/30/2015	$0	District Funding	GEAR UP Coordinator, school staff

Activity - Targeted College and Career focused field trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be transported to area colleges or career connection trips and reality stores. Reality stores are places within the school that helps students learn about different careers and managing money.	Field Trip	08/05/2013	06/30/2015	$0	District Funding	GEAR UP Coordinator, classroom teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Academy	Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP, KPREP, and/or classroom assessments. (SWP 2)	Tutoring	08/06/2013	06/30/2015	$7000	Extended School Tutors
				Total	$7000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Improvements	Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	08/06/2013	06/30/2015	$500	Program Review Team Leads
Fruit and Healthy Chocies	The Bell County Board has begun a program for students to eat fruits they normally do not eat. As part of healthy eating and healthy chocies. These fruits are made available daily for students to try.	Other	08/06/2013	06/30/2015	$4000	Cafeteria staff
				Total	$4500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP activities	High School will set up a night for Freshman orientation.	Career Preparation/Orientation	04/01/2014	06/30/2015	$0	GEAR UP Coordinator
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Intervention Strategies	Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	06/30/2015	$0	Library Media Specialist/Reading Facilitator, Assistant Principal
Response to Intervention team	Our RtI team will be used to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/06/2013	06/30/2015	$0	Special Ed teachers, Para educators, IIA Counselor, Principal, Corrective math teacher.
CIITS Instructional Resources	Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	06/30/2015	$0	Principal, Assistant Principal
Standards Based Units	Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/06/2013	06/30/2015	$0	All Teachers
TELL Survey Participation	All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	06/30/2015	$0	Principal
Gap Analysis	Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	06/30/2015	$0	Resource Teachers, Counselor
Completion of PPGES PD360	Completion of PPGES PD360 module by all district and school administration	Professional Learning	08/01/2013	06/30/2015	$0	Principals; District PGES Coordinator
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/06/2013	06/30/2015	$0	Kindergarten Teacher
Program Review - Content Area	Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	08/06/2013	06/30/2015	$0	Principal
District Leadership Teams	District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	$0	District PGES Team
At Risk Students	Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	06/30/2015	$0	School Counselor
PGES Webcasts	District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	$0	District PGES Coordinator
Webcasts	Participation in KDE PGES and ISLN Webcasts.	Professional Learning	08/01/2013	06/30/2015	$0	District PGES Coordinator; Superintendent

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Wellness Policy	A policy designed to help students eat healthy and exercise more.	Policy and Process	08/06/2013	06/30/2015	$0	PLCS teachers
Professional Learning Plan	Develop and implement a PLP that incorporates the TPGES components through PLCs. Components include: Framework, observations, self-reflection, student growth goals, professional growth goals and student voice.	Professional Learning	08/01/2013	06/30/2015	$0	Superintendent; District PGES Coordinator; Principal and teachers
Observations	Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Professional Learning	08/01/2014	06/30/2015	$0	Superintendent/Designee; Principal
Program Review Analysis	Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	08/06/2013	06/30/2015	$0	Program Review Team Leads
Teacher Analysis of Constructed Responses	Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/06/2013	06/30/2015	$0	Principal and Assistant Principal
Rigorous Assessments	Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/06/2013	06/30/2015	$0	All Teachers
District Leadership Teams	District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	$0	District PGES Team
Peer Observations	Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	11/13/2013	06/30/2015	$0	Superintendent; District PGES; Principals
Instructional Implications	Teachers will use the MAP data to inform their instruction with the whole class and individuals. Also assessments in CIITS will be utilized.	Academic Support Program	08/06/2013	06/30/2015	$0	Principal Classroom Teachers
ISLN	District Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	$0	District Curriculum Specialists; Principals
Transition	Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions.	Academic Support Program	08/06/2013	06/30/2015	$0	Principal , Pre-K and Kindergarten teachers
Program Review Teams	Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	08/06/2013	06/30/2015	$0	Program Review Team Leads
Model Constructed Response	Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	08/06/2013	06/30/2015	$0	Principal
Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	Principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys and CSIP information for 2014-2015.	Professional Learning	07/01/2014	06/30/2015	$0	Superintendent/Designee; Principal

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Total	$0

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tour the High School and Technology Center	Eighth grade students will be bused to tour the Technology Center and the High School. During the tour they will meet the principal and teachers.	Career Preparation/Orientation	03/03/2014	06/30/2015	$0	GEAR UP Coordinator, school staff
Targeted College and Career focused field trips	Students will be transported to area colleges or career connection trips and reality stores. Reality stores are places within the school that helps students learn about different careers and managing money.	Field Trip	08/05/2013	06/30/2015	$0	GEAR UP Coordinator, classroom teachers
CIITS Training	Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	06/30/2015	$0	CIITS Coordinators; Principals and Teachers
Principal Observation Certification	Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	$349	Superintendent; Principals
				Total	$349	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Proficiency -Enrichment	K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	08/06/2013	06/30/2015	$500	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor
Content Vocabulary	Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/06/2013	06/30/2015	$300	Content-Area Teachers, Principal, Assistant Principal
K-3 Proficiency-Interventions	K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program	09/16/2013	06/30/2015	$3000	Library Media Specialist/Reading Facilitator, Counselor

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Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/06/2013	05/29/2015	$0	Kindergarten Teacher, Assistant Principal, Library Media Specialist/Reading Facilitator
Teacher and Staff Training on CIITS	Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	08/06/2013	06/30/2015	$0	Curriculum Specialist
Coordinated School Health Policy	Consist of 8 components, Health education, Physical education, Health Services, Nutrition, Counseling, School Safety, Staff Health and family/community involvement.	Policy and Process	03/13/2014	06/30/2015	$0	Principal, Counselor, Special Needs teacher, Regular Ed teacher, Comp Care Counselor, Lunch room coordinator, PLCS teachers, FRYSC, and School Nurse.
Monitor Progress of MAP Data	MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/30/2015	$0	Principal
HS Transition	8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling.	Academic Support Program	08/06/2013	06/30/2015	$100	Principal, Assistant Principal and GEAR UP Academic Specialist
				Total	$3900	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Youth Service Center	FRYSC works with parents and students to help with school supplies and clothing etc. Ready fest is scheduled before school starts to help with these needs. Conducts after school parent and literacy events. Open House and learning activities to eliminate gender gap and target at risk students. Parent in involvement, news letters and student needs.	Community Engagement	08/05/2013	06/30/2015	$30000	FRYSC coordinator

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	Total	$30000

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Ratings	Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	08/06/2013	06/30/2015	$0	Program Review Team Leads
				Total	$0	

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Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Program Review Ratings	In Progress	Team Leads will submit ratings and evidence for district and state review through the ASSIST program.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Model Constructed Response	In Progress	Teachers will continue to model ER and SA within the instruction.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Program Review Analysis	In Progress	Program Review Team Leads will continue to review rubrics to inform overall assessment of each program.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Standards Based Units	In Progress	All teachers will continue to deconstruct standards to refine their teaching.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Program Review Teams	Completed	Teams have been established.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Program Review Teams	In Progress	Team Leads will continue to meet with teams to calibrate evidence for ratings.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Program Review Improvements	In Progress	Program Reviews are constantly being improved upon and looked at during the school year.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Program Review Improvements	In Progress	Team Leads will continue to identify gaps in the reviews and determine next steps in improving them.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	K-3 Proficiency-Interventions	In Progress	Teachers will continue to keep progress on RTI students and intervene for their individual needs and refer if necessary.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Rigorous Assessments	In Progress	K-PREP like assessments will continue to reflect the KCAS standards.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Content Vocabulary	In Progress	Teachers will continue to focus on content vocabulary using various techniques.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Program Review - Content Area	In Progress	The principal will continue to assign teams for each content area making sure every teacher contributes to the implementation and provide evidence.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Extended School Academy	In Progress	Right Fork will continue to offer ESA to students who consistently below grade level.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	K Screener Results	In Progress	Site Base council will make a Policy on how to notify parents of the test results	May 21, 2013	Mrs. JoAnn H. Smith
Activity	K-3 Proficiency -Enrichment	In Progress	Students will continue to be targeted for enrichment in the areas they excel in.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Teacher Analysis of Constructed Responses	Completed	Teachers have given feedback to students on the quality of their ER and SA activities.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	CIITS Instructional Resources	In Progress	Teachers have had some instruction and will during the summer PD	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Wellness Policy	In Progress	This policy is in the process of being reviewed and updated by the SBDM council to meet todays needs.	April 01, 2014	Mrs. JoAnn H. Smith

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Activity	Teacher and Staff Training on CIITS	In Progress	All teachers have received training on lesson plan and creating lesson plans during PLC	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Transition	In Progress	Parent and teacher conferences with the Principal.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	HS Transition	In Progress	Orientation scheduled at the High School for incoming Freshman.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Coordinated School Health Policy	In Progress	This policy has been created and is in the process of being approved by the SBDM council.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Kindergarten Screener	In Progress	Teachers will be trained this summer on how to administer this test.	May 21, 2013	Mrs. JoAnn H. Smith
Activity	Response to Intervention team	In Progress	A response to intervention team has been established and have meet twice this quarter.	May 19, 2014	Mrs. JoAnn H. Smith
Activity	Response to Intervention team	In Progress	RtI team will conduct meetings to analyze data to support individual and whole class academically.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	At Risk Students	In Progress	Continually monitoring data to support progress at each grade level.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Monitor Progress of MAP Data	In Progress	Our school is constantly using MAP data to monitor progress for each individual student.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	TELL Survey Participation	Completed	Teachers participated in the TELL survey with 100%.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Intervention Strategies	In Progress	RtI team is continually looking at progress for all students.	March 24, 2014	Mrs. JoAnn H. Smith
Strategy	Professional Growth and Effectiveness System		Principal has completed the certification.	March 24, 2014	Mrs. JoAnn H. Smith
Strategy	Professional Growth and Effectiveness System		Teachers have been trained by Jennifer Yankey.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Principal Observation Certification	Completed	Principal has completed this process.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Targeted College and Career focused field trips	In Progress	GEAR UP is conducting field trips year round, which are very helpful.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	GEAR UP activities	In Progress	GEAR UP activities are ongoing and are very beneficial to our school. It helps with career choices for 8th grade and gives them opportunity to visit and understand college life.	March 24, 2014	Mrs. JoAnn H. Smith
Activity	Tour the High School and Technology Center	In Progress	At the end of school our 8th grade students will visit our high school and get their schedule for classes.	March 24, 2014	Mrs. JoAnn H. Smith

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KDE Needs Assessment

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Introduction

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

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Data Analysis

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

The questions we are trying to answer through our data analysis are: What are our areas of strength? What are our areas that need improvement? What changes can we make to see the greatest improvement in student achievement?

As we completed our data analysis, we have identified both areas of strength and need. We must continue to analyze school level practices in order to uncover underlying causes and contributing factors. This will enable us to make informed decisions and move our school forward in the area of student achievement.

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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?

Our areas of strength include all reading and middle grades social studies achievement and gap, and reading and language college/career readiness. We are going to continue implementation and refinement of our SFA Reading Program, which has been expanded to include grades K-8 and additional tutoring using Alphie's Alley. We will also continue to implement and refine use of Corrective Reading, Reading Mastery, Novel Studies, Supplemental Phonics/Phonemic Awareness Instruction, and ESS services in Reading. We will continue with the implementation of Laying the Foundation strategies across all content areas. Our teachers will align daily lesson plans, units, learning targets, formative and summative assessments with the Kentucky Core Academic Standards.

Other areas to continue implementation include:
*Exemplar student work samples for extended response, short answer, and on demand writing
*Text Complexity - aligned reading passages
*MAP Data Analysis - formative assessment
*K-PREP like assessments
*Prototypes
*Standards aligned curriculum resources

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Opportunities for Improvement

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

Our areas of need are social studies at the elementary level and math, language/writing, and science at all levels. We are going to implement and/or refine our intervention strategies including RTI Math using MAP DesCartes and MAP data to target instruction, Success Maker, Corrective Math, and ESS Tutoring in Math, targeting Common Core Standards and gaps in student achievement. As we continue to implement standards based curriculum and instruction along with research based strategies across all content areas, our student achievement will increase which will result in increased student growth. We will utilize our MAP data to monitor individual student progress and provide customized instruction through our intervention process. In addition, we have implemented a new district-wide math program, Math in Focus. This program targets Common Core Standards and use of a variety of manipulatives.

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Conclusion

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

Our next steps:

Math and ELA Content Network trainings

Laying the Foundation Professional Development

Set student goals for Explore, MAP, and KPREP

Continue implementing mentoring program through GEAR UP

Train teachers in the use of CIITS to locate appropriate content materials and resources and to develop lesson plans and assessments

Additional training and guidance from school, district, and program mentors

PGES, OPGES, PPGES and guidance from peer observers

Implementation of a more refined social studies and science curriculum in the primary grades

Alignment of the curriculum in the primary grades

Implementing every day calendar during RTI to increase math instruction time in the primary grades

Automaticity daily in the primary grades

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The Missing Piece

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Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

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Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Right Fork stakeholders are our parents and community.

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Relationship Building

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

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.	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
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

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

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

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Communications

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

Overall Rating: 3.14

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

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

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

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

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

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

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

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Decision Making

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

Overall Rating: 2.86

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

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

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

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council 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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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

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Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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.	Proficient

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

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Learning Opportunities

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

Overall Rating: 2.5

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

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

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

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

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

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

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Community Partnerships

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

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

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

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

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Reflection

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

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

Areas of strength would be our rapport with parents on making decisions about their child's educational needs and our inclusion of community agencies to advocate for parents and students. Right Fork school is devoted to helping parents understand the importance of an education and provide them with availability to all resources to assist in meeting the needs of our children. Our school makes sure our parents are well-informed of events and activities. Another area of strength is the variety of methods we use to communicate with parents, An area in need of improvement is updating our school web page and educating staff on how to maintain this page to provide more accurate information to our parents.

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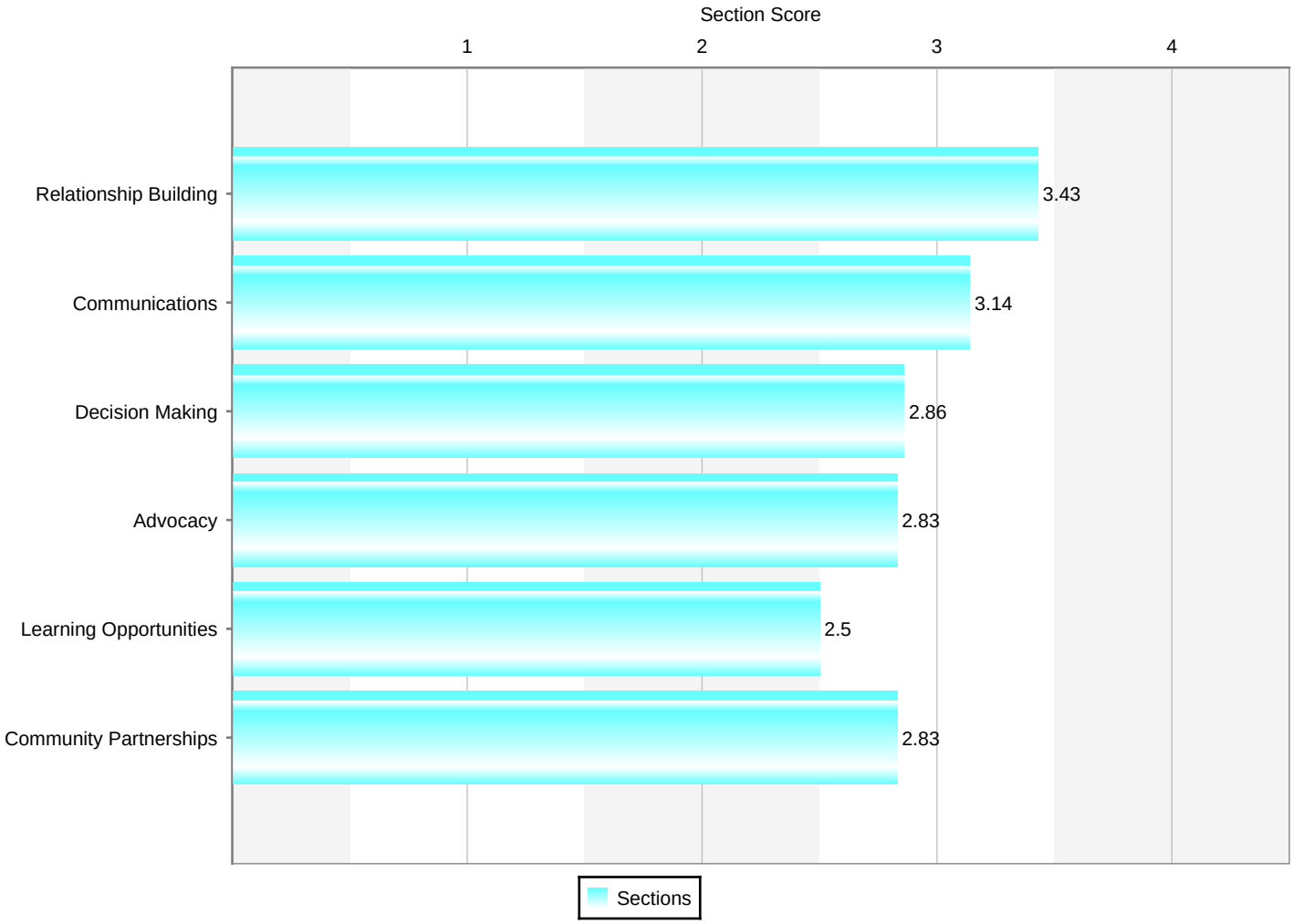
Report Summary

Scores By Section



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Improvement Plan Stakeholder Involvement

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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.

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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.

Stakeholders are informed of their roles by use of IC, open house, remind app., DOJO app., newsletters, FB messages, text messages, parent conferences, etc. All parents are invited to attend SBDM council meeting and all functions at the school. ARC meetings are scheduled to accommodate parents, so they can meet and attend these meetings. Parent Conferences are scheduled for students who are struggling and need intervention.

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

Right Fork has two parents who are on the SBDM council.

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 shared at the school site-based council meeting and in staff and parent meetings. Monthly updates are shared in these meetings.

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KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

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

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Compliance and Accountability - Elementary Schools

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Introduction

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

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

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Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.2% in 2012 to 72.2% in 2017 for elementary and from 42 % in 2012 to 77.2% in 2017 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 41.2 % to 55.4 % at the elementary level and from 42.0% to 63.5% at the Middle School level by 05/30/2014 as measured by the School Report Card.

Strategy1:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category:

Research Cited:

Activity - TELL Survey Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other			03/04/2013	03/29/2013	$0 - No Funding Required	Pam Collett, Principal

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 50.6% in 2013 to 72.6% in 2017 and for middle school from 60.8% in 2013 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program.

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Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Research Cited:

Activity - Teacher and Staff Training on CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program. (SWP 4)	Academic Support Program			10/01/2012	05/30/2014	$0 - Other	Jennifer Yankey, Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for some instrucitonal planning and sharing of instructional resources.	Academic Support Program			08/12/2013	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Strategy2:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas. (SWP 8)	Academic Support Program			10/01/2012	06/01/2014	$500 - School Council Funds	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Program Review Team Leads

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Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			10/01/2012	06/01/2014	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			03/01/2013	06/01/2014	$0 - State Funds	Program Review Team Leads

Strategy3:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Research Cited:

Activity - Model Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction			09/10/2012	04/25/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - K-3 Proficiency-Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program			09/16/2013	05/30/2014	$3000 - Other	Susan Brown

Activity - K-3 Proficiency - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program			09/17/2012	05/30/2014	$500 - Other	Susan Brown

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Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction			08/13/2012	05/30/2014	$300 - Other	Susan Brown

Activity - Teacher Analysis of Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students. (SWP 8)	Direct Instruction			10/01/2012	05/24/2013	$0 - No Funding Required	Pam Collett, Principal

Activity - Extended School Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments. (SWP 2)	Tutoring			09/17/2012	05/30/2014	$7000 - Title I Schoolwide	Extended School Tutors

Activity - Standards Based Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities. (SWP 2)	Direct Instruction			08/07/2012	06/27/2014	$0 - No Funding Required	All Teachers

Activity - Rigorous Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction			08/20/2012	05/01/2014	$0 - No Funding Required	All Teachers

Strategy4:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry. Middle school students will be provided with opportunities to experience an effective to the high school level.

Category:

Research Cited:

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Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling. (SWP 7)	Academic Support Program			03/01/2013	05/30/2014	$100 - Other	Principal and GEAR UP Academic Specialist

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions. (SWP 7)	Academic Support Program			04/12/2013	05/30/2014	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE). (SWP 4)	Academic Support Program			08/19/2013	05/23/2014	$0 - Other	Tonya Lefevers, Kindergarten Teacher

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents. (SWP 6)	Parent Involvement			08/30/2013	05/23/2014	$0 - No Funding Required	Tonya Lefevers, Kindergarten Teacher

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 50.6% in 2013 to 72.6% in 2017 and for middle school from 60.8% in 2013 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to

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school entry. Middle school students will be provided with opportunities to experience an effective to the high school level.

Category:

Research Cited:

Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling. (SWP 7)	Academic Support Program			03/01/2013	05/30/2014	$100 - Other	Principal and GEAR UP Academic Specialist

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents. (SWP 6)	Parent Involvement			08/30/2013	05/23/2014	$0 - No Funding Required	Tonya Lefevers, Kindergarten Teacher

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions. (SWP 7)	Academic Support Program			04/12/2013	05/30/2014	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE). (SWP 4)	Academic Support Program			08/19/2013	05/23/2014	$0 - Other	Tonya Lefevers, Kindergarten Teacher

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 50.6% in 2013 to 72.6% in 2017 and for middle school from 60.8% in 2013 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

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Strategy1:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program.

Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Research Cited:

Activity - Teacher and Staff Training on CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program. (SWP 4)	Academic Support Program			10/01/2012	05/30/2014	$0 - Other	Jennifer Yankey, Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for some instrucitonal planning and sharing of instructional resources.	Academic Support Program			08/12/2013	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Strategy2:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry. Middle school students will be provided with opportunities to experience an effective to the high school level.

Category:

Research Cited:

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE). (SWP 4)	Academic Support Program			08/19/2013	05/23/2014	$0 - Other	Tonya Lefevers, Kindergarten Teacher

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents. (SWP 6)	Parent Involvement			08/30/2013	05/23/2014	$0 - No Funding Required	Tonya Lefevers, Kindergarten Teacher

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions. (SWP 7)	Academic Support Program			04/12/2013	05/30/2014	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

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Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling. (SWP 7)	Academic Support Program			03/01/2013	05/30/2014	$100 - Other	Principal and GEAR UP Academic Specialist

Strategy3:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Research Cited:

Activity - Rigorous Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction			08/20/2012	05/01/2014	$0 - No Funding Required	All Teachers

Activity - K-3 Proficiency - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program			09/17/2012	05/30/2014	$500 - Other	Susan Brown

Activity - Model Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction			09/10/2012	04/25/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction			08/13/2012	05/30/2014	$300 - Other	Susan Brown

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Activity - K-3 Proficiency-Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program			09/16/2013	05/30/2014	$3000 - Other	Susan Brown

Activity - Extended School Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments. (SWP 2)	Tutoring			09/17/2012	05/30/2014	$7000 - Title I Schoolwide	Extended School Tutors

Activity - Teacher Analysis of Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students. (SWP 8)	Direct Instruction			10/01/2012	05/24/2013	$0 - No Funding Required	Pam Collett, Principal

Activity - Standards Based Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities. (SWP 2)	Direct Instruction			08/07/2012	06/27/2014	$0 - No Funding Required	All Teachers

Strategy4:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas. (SWP 8)	Academic Support Program			10/01/2012	06/01/2014	$500 - School Council Funds	Program Review Team Leads

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Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			10/01/2012	06/01/2014	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			03/01/2013	06/01/2014	$0 - State Funds	Program Review Team Leads

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 50.6% in 2013 to 72.6% in 2017 and for middle school from 60.8% in 2013 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry. Middle school students will be provided with opportunities to experience an effective to the high school level.

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Category:

Research Cited:

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE). (SWP 4)	Academic Support Program			08/19/2013	05/23/2014	$0 - Other	Tonya Lefevers, Kindergarten Teacher

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions. (SWP 7)	Academic Support Program			04/12/2013	05/30/2014	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling. (SWP 7)	Academic Support Program			03/01/2013	05/30/2014	$100 - Other	Principal and GEAR UP Academic Specialist

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents. (SWP 6)	Parent Involvement			08/30/2013	05/23/2014	$0 - No Funding Required	Tonya Lefevers, Kindergarten Teacher

Strategy2:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program.

Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Research Cited:

Activity - Teacher and Staff Training on CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program. (SWP 4)	Academic Support Program			10/01/2012	05/30/2014	$0 - Other	Jennifer Yankey, Curriculum Specialist

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Activity - CIITS Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for some instrucitonal planning and sharing of instructional resources.	Academic Support Program			08/12/2013	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Strategy3:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			03/01/2013	06/01/2014	$0 - State Funds	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas. (SWP 8)	Academic Support Program			10/01/2012	06/01/2014	$500 - School Council Funds	Program Review Team Leads

Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			10/01/2012	06/01/2014	$0 - No Funding Required	Program Review Team Leads

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Strategy4:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Research Cited:

Activity - Rigorous Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction			08/20/2012	05/01/2014	$0 - No Funding Required	All Teachers

Activity - K-3 Proficiency-Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program			09/16/2013	05/30/2014	$3000 - Other	Susan Brown

Activity - K-3 Proficiency - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program			09/17/2012	05/30/2014	$500 - Other	Susan Brown

Activity - Extended School Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments. (SWP 2)	Tutoring			09/17/2012	05/30/2014	$7000 - Title I Schoolwide	Extended School Tutors

Activity - Teacher Analysis of Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students. (SWP 8)	Direct Instruction			10/01/2012	05/24/2013	$0 - No Funding Required	Pam Collett, Principal

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Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction			08/13/2012	05/30/2014	$300 - Other	Susan Brown

Activity - Standards Based Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities. (SWP 2)	Direct Instruction			08/07/2012	06/27/2014	$0 - No Funding Required	All Teachers

Activity - Model Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction			09/10/2012	04/25/2014	$0 - No Funding Required	Pam Collett, Principal

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 from 41.2% in 2012 to 72.2% in 2017 for elementary and from 42 % in 2012 to 77.2% in 2017 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 41.2 % to 55.4 % at the elementary level and from 42.0% to 63.5% at the Middle School level by 05/30/2014 as measured by the School Report Card.

Strategy1:

Progress Monitoring - By continually monitoring MAP data to determine if progress is being made individually and as a whole in the areas of reading and math at each grade level.

Category:

Research Cited:

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Activity - Instructional Implications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the MAP data to inform their instruction (whole class and individual student). (SWP 8 & 9)	Academic Support Program			09/17/2012	05/23/2014	$0 - No Funding Required	Pam Collett, Principal Classroom Teachers

Activity - Monitor Progress of MAP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program			01/11/2013	06/02/2014	$0 - Other	Pam Collett, Principal

Strategy2:

Best Practice - Analysis of student achievement by groups.

Category:

Research Cited:

Activity - At Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention. (SWP 9)	Academic Support Program			09/03/2013	05/30/2014	$0 - No Funding Required	Tammie Sanders, GEAR UP Academic Specialist

Activity - Gap Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups. (SWP 8 & 9)	Academic Support Program			01/07/2013	05/30/2014	$0 - No Funding Required	Julie Goodin and Joann Wilder

Activity - Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs (SWP 9)	Academic Support Program			01/07/2013	05/26/2014	$0 - No Funding Required	Susan Brown

Strategy3:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category:

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Research Cited:

Activity - TELL Survey Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other			03/04/2013	03/29/2013	$0 - No Funding Required	Pam Collett, Principal

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 50.6% in 2013 to 72.6% in 2017 and for middle school from 60.8% in 2013 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			10/01/2012	06/01/2014	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Program Review Team Leads

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Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			03/01/2013	06/01/2014	$0 - State Funds	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			09/10/2012	05/30/2014	$0 - No Funding Required	Pam Collett, Principal

Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas. (SWP 8)	Academic Support Program			10/01/2012	06/01/2014	$500 - School Council Funds	Program Review Team Leads

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Compliance and Accountability - Middle Schools

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Introduction

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

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

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Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.0% in 2014 to 72.5% in 2017 for elementary and from 41.2% in 2014 to 76.9% in 2017 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 41.2 % to 55.4 % at the elementary level and from 42.0% to 63.5% at the Middle School level by 05/30/2014 as measured by the School Report Card.

Strategy1:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category:

Research Cited:

Activity - TELL Survey Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other			03/04/2013	06/30/2015	$0 - No Funding Required	Principal

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 56.1% in 2014 to 72.6% in 2017 and for middle school from 65.1% in 2014 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to

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school entry. Middle school students will be provided with opportunities to experience an effective transition to the high school level.

Category: Career Readiness Pathways

Research Cited:

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement			08/06/2013	06/30/2015	$0 - No Funding Required	Kindergarten Teacher

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program			08/06/2013	05/29/2015	$0 - Other	Kindergarten Teacher, Assistant Principal, Library Media Specialist/Reading Facilitator

Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling.	Academic Support Program			08/06/2013	06/30/2015	$100 - Other	Principal, Assistant Principal and GEAR UP Academic Specialist

Strategy2:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Principal

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Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program			08/06/2013	06/30/2015	$500 - School Council Funds	Program Review Team Leads

Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			08/06/2013	06/30/2015	$0 - State Funds	Program Review Team Leads

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Program Review Team Leads

Strategy3:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Research Cited:

Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction			08/06/2013	06/30/2015	$300 - Other	Content-Area Teachers, Principal, Assistant Principal

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Activity - Rigorous Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	All Teachers

Activity - Extended School Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP, KPREP, and/or classroom assessments. (SWP 2)	Tutoring			08/06/2013	06/30/2015	$7000 - Title I Schoolwide	Extended School Tutors

Activity - Teacher Analysis of Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Model Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	Principal

Activity - Standards Based Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	All Teachers

Activity - K-3 Proficiency - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program			08/06/2013	06/30/2015	$500 - Other	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor

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Activity - K-3 Proficiency-Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program			09/16/2013	06/30/2015	$3000 - Other	Library Media Specialist/Reading Facilitator, Counselor

Strategy4:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program. Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Research Cited:

Activity - CIITS Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program			08/12/2013	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal

Activity - Teacher and Staff Training on CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program			08/06/2013	06/30/2015	$0 - Other	Curriculum Specialist

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 from 40.0% in 2014 to 72.5% in 2017 for elementary and from 41.2% in 2014 to 76.9% in 2017 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 41.2 % to 55.4 % at the elementary level and from 42.0% to 63.5% at the Middle School level by 05/30/2014 as measured by the School Report Card.

Strategy1:

Progress Monitoring - By continually monitoring MAP data and other resouces to determine if progress is being made individually and as a whole in the areas of reading and math at each grade level.

Category:

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Research Cited:

Activity - Monitor Progress of MAP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program			01/11/2013	06/30/2015	$0 - Other	Principal

Activity - Instructional Implications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the MAP data to inform their instruction with the whole class and individuals. Also assessments in CIITS will be utilized.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Principal Classroom Teachers

Strategy2:

Best Practice - Analysis of student achievement by groups.

Category:

Research Cited:

Activity - At Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program			09/03/2013	06/30/2015	$0 - No Funding Required	School Counselor

Activity - Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program			01/07/2013	06/30/2015	$0 - No Funding Required	Library Media Specialist/Reading Facilitator, Assistant Principal

Activity - Gap Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program			01/07/2013	06/30/2015	$0 - No Funding Required	Resource Teachers, Counselor

Strategy3:

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TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category:

Research Cited:

Activity - TELL Survey Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other			03/04/2013	06/30/2015	$0 - No Funding Required	Principal

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 56.1% in 2014 to 72.6% in 2017 and for middle school from 65.1% in 2014 to 78.2% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Category:

Research Cited:

Activity - K-3 Proficiency-Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.) (SWP 2)	Academic Support Program			09/16/2013	06/30/2015	$3000 - Other	Library Media Specialist/Reading Facilitator, Counselor

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Activity - Rigorous Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	All Teachers

Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction			08/06/2013	06/30/2015	$300 - Other	Content-Area Teachers, Principal, Assistant Principal

Activity - Teacher Analysis of Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	Principal and Assistant Principal

Activity - Standards Based Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	All Teachers

Activity - Model Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction			08/06/2013	06/30/2015	$0 - No Funding Required	Principal

Activity - K-3 Proficiency - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program			08/06/2013	06/30/2015	$500 - Other	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor

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Activity - Extended School Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP, KPREP, and/or classroom assessments. (SWP 2)	Tutoring			08/06/2013	06/30/2015	$7000 - Title I Schoolwide	Extended School Tutors

Strategy2:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Category:

Research Cited:

Activity - Program Review Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program			08/06/2013	06/30/2015	$500 - School Council Funds	Program Review Team Leads

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Program Review Team Leads

Activity - Program Review Ratings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program			08/06/2013	06/30/2015	$0 - State Funds	Program Review Team Leads

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Activity - Program Review - Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Principal

Strategy3:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program.

Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Category:

Research Cited:

Activity - Teacher and Staff Training on CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program			08/06/2013	06/30/2015	$0 - Other	Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program			08/12/2013	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal

Strategy4:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry. Middle school students will be provided with opportunities to experience an effective transition to the high school level.

Category: Career Readiness Pathways

Research Cited:

Activity - K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement			08/06/2013	06/30/2015	$0 - No Funding Required	Kindergarten Teacher

Activity - Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition meetings with Principal, Pre-K and Kindergarten staff, and parents will be held annually to inform parents and student of academic expectations including attendance and parental support suggestions.	Academic Support Program			08/06/2013	06/30/2015	$0 - No Funding Required	Principal , Pre-K and Kindergarten teachers

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Activity - HS Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend an Orientation meeting with high school staff focusing on high school expectations and academic counseling.	Academic Support Program			08/06/2013	06/30/2015	$100 - Other	Principal, Assistant Principal and GEAR UP Academic Specialist

Activity - Kindergarten Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program			08/06/2013	05/29/2015	$0 - Other	Kindergarten Teacher, Assistant Principal, Library Media Specialist/Reading Facilitator

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