KDE Comprehensive School Improvement Plan

Right Fork School Center

Bell County

Renee Howard, Principal
5296 Hwy. 221
Stoney Fork, KY 40988

TABLE OF CONTENTS

Introduction . . . 1

Executive Summary

Introduction . . . 3

Description of the School . . . 4

School's Purpose . . . 5

Notable Achievements and Areas of Improvement . . . 6

Additional Information . . . 7

Right Fork 2015-16 CSIP Goals and Plans

Overview . . . 9

Goals Summary . . . 10

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019. . . . 11

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.3% in 2015 to 71.1% in 2019 for elementary and from 34.1% in 2015 to 73% in 2019 for middle grades as measured by school reports. . . . 14

Goal 3: Maintain/ increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years) . . . 16

Goal 4: Increase the percentage of students who are college-and-career ready from 33.4% to 74% by 2019. . . . 18

Goal 5: Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results. . . . 19

Goal 6: Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year. . . . 20

Activity Summary by Funding Source . . . 22

KDE Needs Assessment

Introduction 29

Data Analysis 30

Areas of Strengths 31

Opportunities for Improvement 32

Conclusion 33

KDE Compliance and Accountability - Schools

Introduction 35

Planning and Accountability Requirements 36

KDE Assurances - School

Introduction 47

Assurances 48

The Missing Piece

Introduction 54

Stakeholders 55

Relationship Building 56

Communications 57

Decision Making 59

Advocacy 61

Learning Opportunities 62

Community Partnerships 63

Reflection 64

Report Summary 65

Improvement Plan Stakeholder Involvement

Introduction 67

Improvement Planning Process 68

School Safety Report

Introduction 70

School Safety Requirements 71

Equitable Access Diagnostic

Introduction 74

Needs Assessment 75

Equitable Access Strategies 76

Questions 78

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Executive Summary

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 made some notable improvements/growth on our state's accountability test (KPREP). Our middle grades increased their overall index by 1.8 points. We were 1.1 points from being identified as a Proficient Middle School. Additionally, according to KPREP data, overall growth scores at the Middle School level is 14.8 points higher when compared to 2013-14 in both reading and math. Our district and school are implementing two new programs in the areas of math and reading, which we believe will provide rigorous instruction and research based practices that will help increase student achievement.

In addition, Right Fork has maintained the highest attendance in the district for the past 14 years. We, at Right Fork, are aware that attendance is directly related to student success and graduation rates. We strive to make attendance a top priority because regular school attendance is crucial to the development and education of students.

We are currently working to improve our overall KPREP scores with a specific focus on math. Trends from the past three years show a steady decline in the area of math. We are also focusing on Social Studies at both the elementary and middle grades level, 5th grade reading, and elementary language mechanics. Our goal is to move students who are apprentice to proficient and to significantly decrease or eliminate novice scores.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Additional Information

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

Our school currently uses Success For All (SFA) as our core Reading Program for grade PK-8 and Singapore Math as our primary math program of K-8 grades. We provide other programs that offer additional support or academic enhancement, such as; Reading Mastery, Corrective Reading, Tutoring, Accelerated Reader, Successmaker, and Gifted and Talented. Our school is also serviced through GEAR UP, which helps to increase academic performance and college readiness, as well as build a college-going culture in our schools. GEAR UP offers in-school tutoring, summer programs, career exploration, test preparation, college visits, career site visits, and mentoring.

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.).

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Right Fork 2015-16 CSIP Goals and Plans

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Overview

Plan Name

Right Fork 2015-16 CSIP Goals and Plans

Plan Description

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	$10800
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.3% in 2015 to 71.1% in 2019 for elementary and from 34.1% in 2015 to 73% in 2019 for middle grades as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$0
3	Maintain/ increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years)	Objectives: 2 Strategies: 2 Activities: 8	Organizational	$0
4	Increase the percentage of students who are college-and-career ready from 33.4% to 74% by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$500
5	Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$0
6	Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 54.1% and middle grades to 58.3% proficient by 09/01/2016 as measured by the School Report Card.

Strategy 1:

CIITS - Teachers will utilize CIITS as a resource for instructional planning, creating assessments, and finding appropriate classroom resources. In addition, CIITS will be used for the implementation of the PGES system.

Category: Continuous Improvement

Activity - CIITS Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement during PLC's and in informal team meetings.	Professional Learning	08/17/2015	06/30/2016	$0	Other	School Leadership Regular and Special Education Teachers

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	08/17/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal

Activity - CIITS Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders and staff will use CIITS for analyzing student level data fro teacher and school wide instructional improvements.	Other	08/17/2015	06/30/2016	$0	No Funding Required	Principal Assistant Principal SBDM

Strategy 2:

Curriculum Assessment and Alignment - Curriculum, instruction, and assessment will continue to be reviewed and revised to ensure alignment to the Kentucky Core Academic Standards and the KPREP testing.

Category: Professional Learning & Support

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Continuous Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/17/2015	06/30/2016	$0	No Funding Required	All Teachers, District Curriculum Specialists, Principal

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/17/2015	06/30/2016	$300	Other	Content-Area Teachers, Principal, Assistant Principal

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/17/2015	06/30/2016	$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.)	Academic Support Program	08/17/2015	06/30/2016	$3000	Other	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/17/2015	06/30/2016	$500	Other	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teachers will use a variety of formative assessments aligned to the daily learning targets in order to measure the learning of students.	Direct Instruction	08/17/2015	06/30/2016	$0	No Funding Required	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate and Middle school teachers for ELA, Math, Science, and Social Studies will meet three times per school year in order to share instructional strategies/activities.	Professional Learning	08/17/2015	06/30/2016	$0	No Funding Required	Curriculum specialists, teachers

Activity - Constructed Responses Analysis	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	08/17/2015	06/30/2016	$0	No Funding Required	Teacher staff Principal

Strategy 3:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

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	08/17/2015	06/30/2016	$0	Other	Kindergarten Teacher, 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	08/17/2015	06/30/2016	$0	No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Strategy 4:

RTI - School leadership will establish a School Intervention Team that looks at academic and behavioral data for the school.

Category: Continuous Improvement

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Research Cited: Response to intervention is a requirement based on Kentucky state law. RTI is beneficial in academic and behavior areas.

Activity - Behavioral Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team will set behavioral benchmarks for the school. Team will consider large areas of student needs and meet with grade levels, content areas, and PLCs to develop plans to address gaps in instructional planning or learner needs based on standards and data.	Behavioral Support Program	08/17/2015	06/30/2016	$0	No Funding Required	School Intervention Team

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Intervention Team will review school intervention resources that are available and determine school needs.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	School Intervention Team

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.3% in 2015 to 71.1% in 2019 for elementary and from 34.1% in 2015 to 73% in 2019 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 38.3 % to 58.8 % at the elementary level and from 34.1% to 56.7% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Strategy 1:

Progress Monitoring - The use of progress monitoring is vital to helping all students including those considered to be in a gap group.

Category: Continuous Improvement

Activity - Monitor Progress of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze school report card and individual student performance to identify sub populations and review student performance data from multiple school years. Special Education teachers also target those students identified in GAP.	Academic Support Program	08/17/2015	06/30/2016	$0	Other	School leadership, Classroom teachers

Activity - Response to Intervention team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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	08/17/2015	06/30/2016	$0	No Funding Required	Special Ed teachers, Instructional aides, Counselor, Principal

Strategy 2:

Best Practice - Teachers will use best practices in order to provide rigorous instruction and relevant teaching.

Category: Professional Learning & Support

Research Cited: Best practices are documented, time honored, successful practices that will greatly enhance teaching.

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	School leadership, Classroom teachers, Counselor, SBDM Council

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership and Curriculum Specialists will develop a bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Library Media Specialist/Reading Facilitator, School leadership, Curriculum Specialists

Activity - Career Pathways Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	School Counselor, GEAR UP Staff, School leadership

Activity - KPREP Style Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop KPREP type questions as formative assessment items using additional resource materials, and collaboration.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Classroom teachers

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Teaching Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff to best serve students.	Policy and Process	08/17/2015	06/30/2016	$0	No Funding Required	School Leadership SBDM

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: Stakeholder Engagement

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements, and analyze the results at the leadership level and at the staff level	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Principal, Classroom Teachers

Goal 3: Maintain/ increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years)

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/30/2016 as measured by Summary of Evidence.

Strategy 1:

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

Category: Principal PGES

Research Cited: Policy and Procedures

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Coach – supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/17/2015	05/30/2016	$0	No Funding Required	Greg Wilson

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Principal Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/17/2015	06/30/2016	$0	No Funding Required	Principapls; District PGES Coordinator

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
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Professional Learning	08/17/2015	06/30/2016	$0	No Funding Required	Superintendent/Designee; Principal

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/17/2015	06/30/2016	$0	No Funding Required	Superintendent/Designee; Principal

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 05/30/2016 as measured by Summary of Evidence.

Strategy 1:

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

Category: Professional Learning & Support

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/17/2015	05/30/2016	$0	No Funding Required	Principal, Assistant Principal, Teachers

Activity - Student Growth Goal Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Growth Goal Workshop - The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	08/17/2015	05/30/2016	$0	No Funding Required	District Leadership Team Teachers

Activity - Peer Observation Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Professional Learning	08/17/2015	05/30/2016	$0	No Funding Required	Teacher leaders Curriculum Specialists Principal

Activity - Teachscape/Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/17/2015	05/30/2016	$0	No Funding Required	District Leadership Team Principal Assistant Principal

Goal 4: Increase the percentage of students who are college-and-career ready from 33.4% to 74% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient in reading and math on KPREP to 74%. by 09/01/2019 as measured by the School Report Card..

Strategy 1:

GEAR UP - The teacher representatives from content classes, counselors, and Gear Up specialist will develop and a plan to increase college and career readiness beginning with middle school students and continuing through high school.

Category: Career Readiness Pathways

Activity - High School Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/Orientation	08/17/2015	06/30/2016	$0	Grant Funds	GEAR UP Coordinator

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/Orientation	08/17/2015	06/30/2016	$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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

All Middles Grade students will participate in College/Career related field trips.	Field Trip	08/17/2015	06/30/2016	$0	District Funding	GEAR UP Coordinator, classroom teachers

Activity - KPREP Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for KPREP in content area subjects using GEAR Up sponsored materials and programs.	Academic Support Program	08/17/2015	06/30/2016	$500	Other	Gear-up coordinator, School Leadership

Goal 5: Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.

Measurable Objective 1:

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

Strategy 1:

Program Review - Teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

Activity - Program Review Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Program Review teams and leads

Activity - Internal Self Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will determine the internal process for conducting a program review and ensure teachers from across the disciplines contribute.	Policy and Process	08/17/2015	06/30/2016	$0	No Funding Required	School Leadership Program Review teams and leads

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

SBDM Council will review and implement a school wide policy on physical activity and nutrition.	Academic Support Program, Policy and Process	08/17/2015	06/30/2016	$0	No Funding Required	SBDM Council Program Review Point of Contact

Activity - Program Review Community and Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders including parents and community partners determine if there are other contributions or evidence to support specific program review areas.	Parent Involvement	08/17/2015	06/30/2016	$0	No Funding Required	School Leadership Program Review teams and leads Parents and Community stakeholders

Activity - Program Review Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will inform staff of the expectations and procedures as defined by the district for the district external review process.	Policy and Process	08/17/2015	06/30/2016	$0	No Funding Required	School Leadership

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Program Review Leads

Activity - Submitting Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Program Review Leads

Goal 6: Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year.

Measurable Objective 1:

collaborate to decrease the number of students scoring at the Novice level by 3% by 06/30/2016 as measured by the School Report Card..

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 1:

Design and Deliver Instruction - Curriculum, instructional strategies, and assessments will continue to be aligned to the Kentucky Common Core State Standards and to the Unbridled Learning Assessments

Category: Continuous Improvement

Activity - Curriculum Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze core curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of Reading (SFA) and Math (Math in Focus).	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Content area teachers, School leadership, Reading facilitator

Activity - RTI/Academic Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will implement a variety of supplemental activities for one period each day during RTI/Academic Enrichment class. Instruction will include Corrective Reading and a variety of other Math and Reading activities using resources such as Buckle Down, Mastering the KPREP (Reading and Math), Common Core Literature and Reading books, and released KPREP items.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Content area teachers, School leadership, Reading facilitator

Strategy 2:

Review, analyze, and apply data results - Data will continue to be reviewed/analyzed annually (KPREP) and throughout the course of the year (MAP). The results will be used to inform school improvement and meet the individual needs of students.

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments aligned to daily common core learning targets in order to measure the learning of students	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Content area teachers, School leadership

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will set benchmark goals in MAP areas. Benchmark goals will be used to set goals during testing windows, but teachers will also use knowledge of students to set personal goals for each student. Teachers and students will also use previous KPREP results along with KPREP Cut Scores for students to develop goals for the 2015-2016 test. Teachers will then mentor those students outside the regular instructional times in order to help them reach goals.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	Content area teachers, School leadership

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Setting	Teachers and students will set benchmark goals in MAP areas. Benchmark goals will be used to set goals during testing windows, but teachers will also use knowledge of students to set personal goals for each student. Teachers and students will also use previous KPREP results along with KPREP Cut Scores for students to develop goals for the 2015-2016 test. Teachers will then mentor those students outside the regular instructional times in order to help them reach goals.	Academic Support Program	08/17/2015	06/30/2016	$0	Content area teachers, School leadership
Vertical Team Meetings	Intermediate and Middle school teachers for ELA, Math, Science, and Social Studies will meet three times per school year in order to share instructional strategies/activities.	Professional Learning	08/17/2015	06/30/2016	$0	Curriculum specialists, teachers
Rubrics	Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/17/2015	06/30/2016	$0	Program Review Leads
CIITS Data Analysis	School leaders and staff will use CIITS for analyzing student level data fro teacher and school wide instructional improvements.	Other	08/17/2015	06/30/2016	$0	Principal Assistant Principal SBDM
Submitting Scores	Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	08/17/2015	06/30/2016	$0	Program Review Leads
Behavioral Benchmarks	Team will set behavioral benchmarks for the school. Team will consider large areas of student needs and meet with grade levels, content areas, and PLCs to develop plans to address gaps in instructional planning or learner needs based on standards and data.	Behavioral Support Program	08/17/2015	06/30/2016	$0	School Intervention Team
Peer Observation Module	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Professional Learning	08/17/2015	05/30/2016	$0	Teacher leaders Curriculum Specialists Principal

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Gap Analysis	School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/17/2015	06/30/2016	$0	School leadership, Classroom teachers, Counselor, SBDM Council
Teaching Assignments	Determine the assignment of staff to best serve students.	Policy and Process	08/17/2015	06/30/2016	$0	School Leadership SBDM
Continuous Alignment	Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/17/2015	06/30/2016	$0	All Teachers, District Curriculum Specialists, Principal
Site Visits	Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/17/2015	06/30/2016	$0	Superintendent/Designee; Principal
Student Growth Goal Workshop	Student Growth Goal Workshop - The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	08/17/2015	05/30/2016	$0	District Leadership Team Teachers
PLCs	Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/17/2015	05/30/2016	$0	Principal, Assistant Principal, Teachers
Constructed Responses Analysis	Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/17/2015	06/30/2016	$0	Teacher staff Principal
RTI/Academic Enrichment	School staff will implement a variety of supplemental activities for one period each day during RTI/Academic Enrichment class. Instruction will include Corrective Reading and a variety of other Math and Reading activities using resources such as Buckle Down, Mastering the KPREP (Reading and Math), Common Core Literature and Reading books, and released KPREP items.	Academic Support Program	08/17/2015	06/30/2016	$0	Content area teachers, School leadership, Reading facilitator
Principal Cadre Meetings	District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/17/2015	06/30/2016	$0	Principals; District PGES Coordinator
Teachscape/Calibration	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/17/2015	05/30/2016	$0	District Leadership Team Principal Assistant Principal

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative Assessments	Teachers will use a variety of formative assessments aligned to daily common core learning targets in order to measure the learning of students	Academic Support Program	08/17/2015	06/30/2016	$0	Content area teachers, School leadership
CIITS Instructional Resources	Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/17/2015	06/30/2016	$0	Principal, Assistant Principal
Formative Assessments	Teachers will use a variety of formative assessments aligned to the daily learning targets in order to measure the learning of students.	Direct Instruction	08/17/2015	06/30/2016	$0	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal
Program Review Community and Parent Involvement	All stakeholders including parents and community partners determine if there are other contributions or evidence to support specific program review areas.	Parent Involvement	08/17/2015	06/30/2016	$0	School Leadership Program Review teams and leads Parents and Community stakeholders
Wellness Policy	SBDM Council will review and implement a school wide policy on physical activity and nutrition.	Academic Support Program, Policy and Process	08/17/2015	06/30/2016	$0	SBDM Council Program Review Point of Contact
Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Professional Learning	08/17/2015	06/30/2016	$0	Superintendent/Designee; Principal
Program Review Team Meetings	Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/17/2015	06/30/2016	$0	Program Review teams and leads
Intervention Resources	School Intervention Team will review school intervention resources that are available and determine school needs.	Academic Support Program	08/17/2015	06/30/2016	$0	School Intervention Team
Curriculum Gaps	Teachers will analyze core curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of Reading (SFA) and Math (Math in Focus).	Academic Support Program	08/17/2015	06/30/2016	$0	Content area teachers, School leadership, Reading facilitator
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/17/2015	06/30/2016	$0	Kindergarten Teacher, Reading Facilitator, Principal

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KPREP Style Questioning	Teachers will develop KPREP type questions as formative assessment items using additional resource materials, and collaboration.	Academic Support Program	08/17/2015	06/30/2016	$0	Classroom teachers
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	08/17/2015	06/30/2016	$0	Special Ed teachers, Instructional aides, Counselor, Principal
District Principal Coach	District Principal Coach – supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/17/2015	05/30/2016	$0	Greg Wilson
Career Pathways Programs	Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/17/2015	06/30/2016	$0	School Counselor, GEAR UP Staff, School leadership
Intervention Strategies	School Leadership and Curriculum Specialists will develop a bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	08/17/2015	06/30/2016	$0	Library Media Specialist/Reading Facilitator, School leadership, Curriculum Specialists
Internal Self Review	School leadership will determine the internal process for conducting a program review and ensure teachers from across the disciplines contribute.	Policy and Process	08/17/2015	06/30/2016	$0	School Leadership Program Review teams and leads
TELL Survey	All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements, and analyze the results at the leadership level and at the staff level	Academic Support Program	08/17/2015	06/30/2016	$0	Principal, Classroom Teachers
Program Review Expectations	Leadership will inform staff of the expectations and procedures as defined by the district for the district external review process.	Policy and Process	08/17/2015	06/30/2016	$0	School Leadership
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School Orientation	8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/Orientation	08/17/2015	06/30/2016	$0	GEAR UP Coordinator
				Total	$0	

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/17/2015	06/30/2016	$7000	Extended School Tutors
				Total	$7000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Collaboration	Teachers and school leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement during PLC's and in informal team meetings.	Professional Learning	08/17/2015	06/30/2016	$0	School Leadership Regular and Special Education Teachers
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.)	Academic Support Program	08/17/2015	06/30/2016	$3000	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers
Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/17/2015	06/30/2016	$0	Kindergarten Teacher, Library Media Specialist/Reading Facilitator
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	08/17/2015	06/30/2016	$300	Content-Area Teachers, Principal, Assistant Principal
Monitor Progress of MAP Data	Analyze school report card and individual student performance to identify sub populations and review student performance data from multiple school years. Special Education teachers also target those students identified in GAP.	Academic Support Program	08/17/2015	06/30/2016	$0	School leadership, Classroom teachers

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal Setting	Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/17/2015	06/30/2016	$500	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers
KPREP Preparation	Provide students with practice opportunities for KPREP in content area subjects using GEAR Up sponsored materials and programs.	Academic Support Program	08/17/2015	06/30/2016	$500	Gear-up coordinator, School Leadership
				Total	$4300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted College and Career focused field trips	All Middles Grade students will participate in College/Career related field trips.	Field Trip	08/17/2015	06/30/2016	$0	GEAR UP Coordinator, classroom teachers
College Day	Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/Orientation	08/17/2015	06/30/2016	$0	GEAR UP Coordinator, school staff
				Total	$0	

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Needs Assessment

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 areas do we need to improve? What changes can we make to see the greatest improvement in student achievement?

The data allows us to analyze trends across school, grade levels, and subject areas. It shows areas of strength and areas for improvement. Data analysis gives us an idea of how our students performed when compared to their peers in the school, in the district, and in the state. We use the data to target individual students based on their personal educational needs, reflect on strategies that were implemented, and to make future projections.

The data does not tell us causes and contributing factors.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

Areas of Strengths:
*3rd, 4th, and 8th grade reading out performed the District and State Average in percent of proficient and distinguished. (KPREP data)
*8th grade writing out performed the District and State Average in percent of proficient and distinguished. (KPREP data)
The combined reading and math total growth points were higher than the District and State . (KPREP data)
*The TELL Survey reveals that some of the strengths at Right Fork School Center are teacher leadership, community support and involvement, and new teacher support.

Sustaining the areas of strength:
We will continue to refine our core reading program (SFA), which has been expanded to include grades Pk-8. Implementation of Reading Mastery, Novel Studies, and ESS services are providing students with additional instruction in reading. Teachers work during the Summer Academy to design units, lesson plans, and assessments that are Common Core aligned. We will also continue to use Coach books and other KCAS aligned resources as well as model quality responses and provide exemplar models for students to analyze.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Opportunities for Improvement

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

After the analysis of KPREP testing data, our school needs improvement in the areas of mathematics and social studies. The school as a whole is performing more at the Apprentice level. We need to increase the number of students scoring Proficient, while decreasing those who are scoring Novice and Apprentice.
The TELL Survey revealed that the following areas need improvement: class sizes are reasonable such that teachers have the time available to meet the needs of all students and teachers have sufficient instructional time to meet the needs of all students.

All classes K-8 are implementing Singapore Math and Math in Focus. Primary math classes (K-3) received additional math instructional time on the master schedule this school year. All students are receiving RTI or academic enrichment classes during 4th or 5th period to provide additional math instruction daily. Grades 1-5 are receiving calendar math daily in the Science and/or Social Studies classes. We purchased KPREP practice books grade 8 social studies from the American Book Company. We also obtained KPREP practices materials for grade 5 from the district vertical team for social studies.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Conclusion

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

*Review data from multiple sources throughout the school year
*Continuing to focus on math at all grade levels (consistent incorporation of calendar math and automacity)
*Providing rigorous instruction that is aligned to KCAS.
*Refinement of formative and summative assessments (use of flashbacks, exit slips, entry slips, learning checks, enduring skills assessments)
*Goal setting for both teachers and students. Teachers will create and monitor a projections chart for each class, grade, and individual student. Teacher will identify and target students who are on the cusp of proficiency and provide services to enhance their learning opportunities.
*Students will set goals for MAP testing and KPREP in order to self-assess and monitor their academic progress.
*Continue to work with staff to develop ways to ensure that class sizes are reasonable and instructional time is sufficient and meets the needs of all students.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Compliance and Accountability - Schools

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.3% in 2015 to 71.1% in 2019 for elementary and from 34.1% in 2015 to 73% in 2019 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 38.3 % to 58.8 % at the elementary level and from 34.1% to 56.7% at the Middle School level by 09/01/2016 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: Stakeholder Engagement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements, and analyze the results at the leadership level and at the staff level	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Principal, Classroom Teachers

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 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 54.1% and middle grades to 58.3% proficient by 09/01/2016 as measured by the School Report Card.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy1:

CIITS - Teachers will utilize CIITS as a resource for instructional planning, creating assessments, and finding appropriate classroom resources. In addition, CIITS will be used for the implementation of the PGES system.

Category: Continuous Improvement

Research Cited:

Activity - CIITS Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement during PLC's and in informal team meetings.	Professional Learning	08/17/2015	06/30/2016	$0 - Other	School Leadership Regular and Special Education Teachers

Activity - CIITS Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal

Activity - CIITS Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders and staff will use CIITS for analyzing student level data fro teacher and school wide instructional improvements.	Other	08/17/2015	06/30/2016	$0 - No Funding Required	Principal Assistant Principal SBDM

Strategy2:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - K Screener Results	Activity Type	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	08/17/2015	06/30/2016	$0 - No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Activity - Kindergarten Screener	Activity Type	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	08/17/2015	06/30/2016	$0 - Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

Strategy3:

Curriculum Assessment and Alignment - Curriculum, instruction, and assessment will continue to be reviewed and revised to ensure alignment to the Kentucky Core Academic Standards and the KPREP testing.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Category: Professional Learning & Support

Research Cited:

Activity - K-3 Proficiency-Interventions	Activity Type	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.)	Academic Support Program	08/17/2015	06/30/2016	$3000 - Other	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers

Activity - Constructed Responses Analysis	Activity Type	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	08/17/2015	06/30/2016	$0 - No Funding Required	Teacher staff Principal

Activity - Content Vocabulary	Activity Type	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	08/17/2015	06/30/2016	$300 - Other	Content-Area Teachers, Principal, Assistant Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/17/2015	06/30/2016	$500 - Other	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments aligned to the daily learning targets in order to measure the learning of students.	Direct Instruction	08/17/2015	06/30/2016	$0 - No Funding Required	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/17/2015	06/30/2016	$7000 - Title I Schoolwide	Extended School Tutors

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Continuous Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/17/2015	06/30/2016	$0 - No Funding Required	All Teachers, District Curriculum Specialists, Principal

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate and Middle school teachers for ELA, Math, Science, and Social Studies will meet three times per school year in order to share instructional strategies/activities.	Professional Learning	08/17/2015	06/30/2016	$0 - No Funding Required	Curriculum specialists, teachers

Strategy4:

RTI - School leadership will establish a School Intervention Team that looks at academic and behavioral data for the school.

Category: Continuous Improvement

Research Cited: Response to intervention is a requirement based on Kentucky state law. RTI is beneficial in academic and behavior areas.

Activity - Behavioral Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team will set behavioral benchmarks for the school. Team will consider large areas of student needs and meet with grade levels, content areas, and PLCs to develop plans to address gaps in instructional planning or learner needs based on standards and data.	Behavioral Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	School Intervention Team

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will review school intervention resources that are available and determine school needs.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	School Intervention Team

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 54.1% and middle grades to 58.3% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - K Screener Results	Activity Type	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	08/17/2015	06/30/2016	$0 - No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Activity - Kindergarten Screener	Activity Type	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	08/17/2015	06/30/2016	$0 - Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

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 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 54.1% and middle grades to 58.3% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - K Screener Results	Activity Type	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	08/17/2015	06/30/2016	$0 - No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Kindergarten Screener	Activity Type	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	08/17/2015	06/30/2016	$0 - Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

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 37.7% in 2015 to 71.3% in 2019 and for middle school from 34.4% in 2015 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 54.1% and middle grades to 58.3% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

Curriculum Assessment and Alignment - Curriculum, instruction, and assessment will continue to be reviewed and revised to ensure alignment to the Kentucky Core Academic Standards and the KPREP testing.

Category: Professional Learning & Support

Research Cited:

Activity - K-3 Proficiency-Interventions	Activity Type	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.)	Academic Support Program	08/17/2015	06/30/2016	$3000 - Other	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers

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 38.3% in 2015 to 71.1% in 2019 for elementary and from 34.1% in 2015 to 73% in 2019 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 38.3 % to 58.8 % at

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

the elementary level and from 34.1% to 56.7% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Strategy1:

Best Practice - Teachers will use best practices in order to provide rigorous instruction and relevant teaching.

Category: Professional Learning & Support

Research Cited: Best practices are documented, time honored, successful practices that will greatly enhance teaching.

Activity - KPREP Style Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop KPREP type questions as formative assessment items using additional resource materials, and collaboration.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Classroom teachers

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership and Curriculum Specialists will develop a bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Library Media Specialist/Reading Facilitator, School leadership, Curriculum Specialists

Activity - Teaching Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve students.	Policy and Process	08/17/2015	06/30/2016	$0 - No Funding Required	School Leadership SBDM

Activity - Career Pathways Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	School Counselor, GEAR UP Staff, School leadership

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	School leadership, Classroom teachers, Counselor, SBDM Council

Strategy2:

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: Stakeholder Engagement

Research Cited:

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements, and analyze the results at the leadership level and at the staff level	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Principal, Classroom Teachers

Strategy3:

Progress Monitoring - The use of progress monitoring is vital to helping all students including those considered to be in a gap group.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Progress of MAP Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze school report card and individual student performance to identify sub populations and review student performance data from multiple school years. Special Education teachers also target those students identified in GAP.	Academic Support Program	08/17/2015	06/30/2016	$0 - Other	School leadership, Classroom teachers

Activity - Response to Intervention team	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/17/2015	06/30/2016	$0 - No Funding Required	Special Ed teachers, Instructional aides, Counselor, Principal

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

N/A (this question does not apply)

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

Goal 1:

Increase the percentage of students who are college-and-career ready from 33.4% to 74% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient in reading and math on KPREP to 74%. by 09/01/2019 as measured by the School Report Card..

Strategy1:

GEAR UP - The teacher representatives from content classes, counselors, and Gear Up specialist will develop and a plan to increase college and career readiness beginning with middle school students and continuing through high school.

Category: Career Readiness Pathways

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Research Cited:

Activity - High School Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/ Orientation	08/17/2015	06/30/2016	$0 - Grant Funds	GEAR UP Coordinator

Activity - KPREP Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for KPREP in content area subjects using GEAR Up sponsored materials and programs.	Academic Support Program	08/17/2015	06/30/2016	$500 - Other	Gear-up coordinator, School Leadership

Activity - College Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/ Orientation	08/17/2015	06/30/2016	$0 - District Funding	GEAR UP Coordinator, school staff

Activity - Targeted College and Career focused field trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Middles Grade students will participate in College/Career related field trips.	Field Trip	08/17/2015	06/30/2016	$0 - District Funding	GEAR UP Coordinator, classroom teachers

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

Goal 1:

Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.

Measurable Objective 1:

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

Strategy1:

Program Review - Teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

Research Cited:

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Program Review Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/17/2015	06/30/2016	$0 - No Funding Required	Program Review teams and leads

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Assurances - School

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

KDE Assurances - School

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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
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		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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		

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		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

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

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

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

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

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		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

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

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

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

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

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		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We are a school-wide Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	We are a school-wide Title 1 school.	

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

The Missing Piece

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Stakeholders

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

School leaders, Library Media Specialist, School Guidance Counselor, SBDM Council, school staff, and parents

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

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

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

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Communications

Overall Rating: 2.86

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

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

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

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

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

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

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

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

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

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

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Advocacy

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	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
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Community Partnerships

Overall Rating: 2.33

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

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

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Reflection

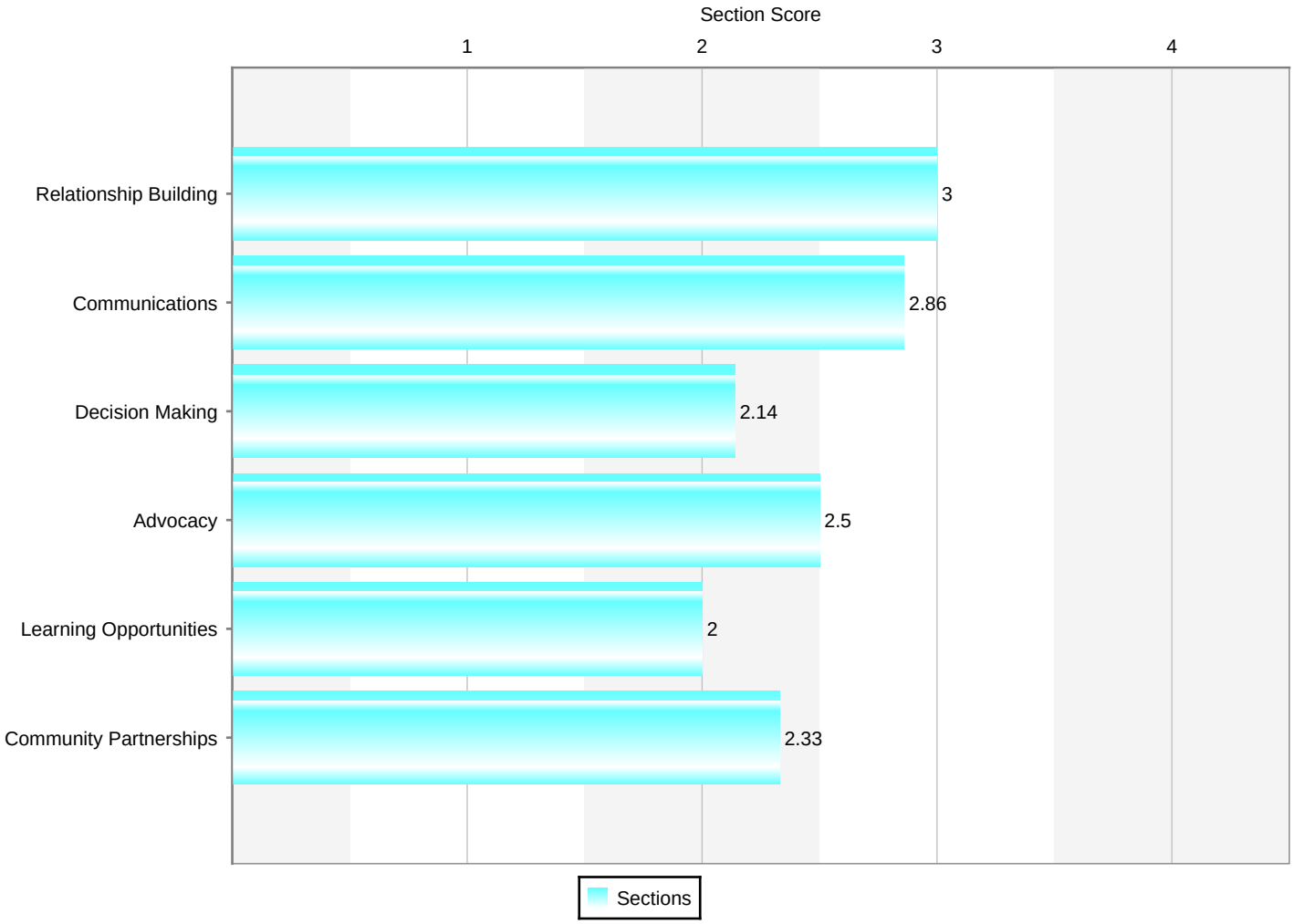
Reflect upon your responses to each of the Missing Piece objectives.

Right Fork School Center offers a welcoming environment for all students, staff, parents, and stakeholders. We pride ourselves on maintaining a positive school environment, and we welcome parent involvement. Strengths that have been identified is relationship building, communication with our parents and stakeholders, and community partnerships. School staff communicates regularly with parents in a variety of ways such as; school notes, progress monitoring, social media, email, telephone calls, parent/teacher conferences, open house, and quarterly awards recognition. We strive to relate our school's expectations and promote school activities in multiple ways and on a regular basis through the use of social media, school letters, district newsletters, and the local newspapers. Parent workshops are available through our Family Resource Youth Service Center (FRYSC) and incorporates participation from community based organizations. Our school also collaborates with businesses and community leaders to provide college and career readiness through our GEAR UP initiative. Decision making, advocacy, and learning opportunities are the areas that need improvement. Parental input is valued and encouraged, however outside of the SBDM Council, parents are not involved in leadership roles or participate in school implemented committees.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improvement Plan Stakeholder Involvement

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improvement Planning Process

Improvement Planning Process

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

The process used to engage a variety of stakeholders in Right Fork's School Improvement plans are as follows: SBDM Council, Faculty Meetings, and Leadership Team meetings. Stakeholders were selected through school leadership and informed about their role by the school principal. Meetings were held before and after school during an agreed upon time and occasionally the CSIP team communicated electronically.

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

Stakeholder representatives included the assistant principal, school librarian, guidance counselor, primary teachers, middle grades teachers, special education staff, and FRYSC staff. Administration meet with each stakeholder and discussed past goals, strategies, and activities that were a part of last year's CSIP. During the meetings, the impact and implementation of the strategies and activities were discussed and adjustments were made. Each stakeholder was given the opportunity to provide input and make suggestions.

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

Right Fork School Center's CSIP is presented to the SBDM Council for approval. Once approved the CSIP is presented to the faculty and staff. It is posted on Right Fork's school website for public viewing.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Safety Report

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

In response to recent tragic events in our nation’s schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	3-17-15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	8-17-15	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	10-29-15	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	8-17-15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8-17-15	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	9-22-15	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	9-01-15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Equitable Access Diagnostic

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

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

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Needs Assessment

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

What are the barriers identified?

*Lack of industry in our area.

*A large percentage of our students are from a low socioeconomic family.

*Implementing PGES with fidelity; understanding the language of "developing."

What sources of data were used to determine the barriers?

PGES Data (overall summative scores)

Free/reduced lunch forms

Parent surveys/school communication

What are the root causes of those identified barriers?

Decline in the Southeastern Kentucky coal industry.

PGES- Understanding the language of the performance levels and indicators

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

100% reported as effective for the 2014-15 school year.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Equitable Access Strategies

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

We have no ineffective teachers according to PGES data.
New/inexperienced teachers are assigned mentors.

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

We do not have any ineffective teachers per PGES data.
80% of our students have a free/reduced lunch status.
Special Education Teachers collaborate with regular education teachers.

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

We currently have only 3 non-tenure teachers in our building. Right Fork School Center is known for its welcoming atmosphere, community support, and positive collaboration among colleagues, which plays a significant role in teacher recruitment and retention.

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

We are a community school and build positive relationships.
Interview/Employ Highly Qualified Teachers

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

Promotes a positive work environment
Mentoring program for teachers new to the school
PLC meetings

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

KTIP
New Teacher Orientation
Mentoring Program for teachers new to the district/school

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

Professional Development
Vertical Team meetings
PLCs

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

Based on TELL Kentucky Survey results, school leadership is working to address teacher concerns.
Collaboration with administrators and school leadership to discuss school schedules and schedule adjustments.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Questions

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

Maintain/increase the percentage of of effective principals and teachers.

The PGES system will be implemented throughout the school in order to improve teacher and other professionals' effectiveness.

Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, and Peer Observations.

The district leadership team will offer a Student Growth Goal Workshop opportunity for all teachers and other professionals.

Teachers serving as peer observers will complete the required PBS Peer Observation Module and district training.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.