



Comprehensive School Improvement Plan

Southern Elementary School
Pulaski County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		2016-2017 School Equity Diagnostic

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

Trends identified are: high percentage of students qualifying for free and reduced lunch, high percentage of student with disabilities, high number of ELL students, high transient population and a high minority population. The school analyzes KPREP, ACCESS, AIMSWEB and MAP data to identify the educational needs of the schools student population and target our hiring practices towards the needs of the students. Most newer teachers are dual certified in the areas of elementary education and special education in order to meet the needs of the special learner population. We also have 1 assigned ELL teacher and recently hired AmeriCorps worker to specifically target the needs of the ELL population. In retaining quality staff we focus on the morale of the teachers and school climate in order to maintain a positive non-threatening work environment where people want to practice their educational profession.

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

A review of the data has been conducted to identify barriers to equitable access for students who attends Southern Elementary School. Barriers identified are: high percentage of students qualifying for free and reduced lunch, high percentage of student with disabilities, high number of ELL students, high transient population and a high minority population. Sources of data used to determine the barriers were CIITS Dashboard, KPREP results and Infinite Campus. Some root causes for these barriers are lack of affordable housing and poor economy with major factories moving out of the area in recent years. The PGES system reflects that of the observed teachers, thus far 22% rate exemplary and 77% rate accomplished.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		2016-2017 School Equity Goals

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

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

OR

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

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 64.2% to 68.6% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings from 64.2% to 68.6% by 12/31/2017 as measured by K-PREP.

Strategy1:

Curriculum Refinement - Through participation in PLCs, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards.

Category: Continuous Improvement

Research Cited:

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Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of like-content areas in grades 3-5 will meet once per nine weeks for vertical alignment planning. These meetings will occur while students participate in end-of-month celebrations.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Teachers

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

Strategy2:

Math Initiative - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Research Cited:

Activity - Individualized Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, iReady. The purpose of the program is to increase students' understanding of number sense, computation, and problem-solving.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$10125 - Other	Kim Baker, Teachers

Activity - Standards-Based Instruction and Assessment (Math Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Math In Focus (Singapore math by Marshall Cavendish) will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Direct Instruction	01/01/2017	12/31/2017	\$8449 - Other	Keith Patrick

Strategy3:

Literacy Initiative - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and

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learning, students will move to the next level as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.)

Category: Continuous Improvement

Research Cited:

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's writing policy, program, and plan will be distributed to all teachers and will be discussed regularly at PLCs, Growth Day meetings, and grade level meetings.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker

Activity - Standards-Based Instruction and Assessment (ELA Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use research-based, KCAS-aligned core program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$15108 - Other	Kim Baker, Teachers

Activity - Lexia Core5/Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' reading abilities.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Teachers

Activity - Instructional Units Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the conclusion of each unit assessment, teachers will present their grade-cam reports and Plan-Do-Study-Act (PDSA) documents to the grade level and leadership team during PLCs.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Strategy4:

Assessment Administration and Analysis - The assessment plan includes an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. As assessment results become available, data will be analyzed and

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appropriate adjustments will be made.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screeners (AIMSweb Plus and MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Other - Assessment	01/01/2017	12/31/2017	\$9500 - Other	Kim Baker

Activity - Standards-Based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress toward mastery in each standard is shown (grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers

Goal 2:

Increase the averaged combined reading and math K-PREP proficiency ratings for all studnets in the non-duplicated gap group from 58.2% to 64.9% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 12/31/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - The school will follow the Pulaski County Response to Intervention System to identify students in need of intervention or enrichment, develop appropriate intervention plans, monitor progress toward goals, and adjust plans as necessary.

Category: Continuous Improvement

Research Cited:

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home viists, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Other - Remove Barriers	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC

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Activity - Co-Teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Direct Instruction Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kristy Hudson, Special Education Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Title I Teachers/Americorp

Activity - RTI Analysis of Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on at least a weekly basis. Students between the 11th and 24th percentiles will receive intervention either in a pull-out setting or provided in-class by the regular teacher.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$5400 - Other	RTI Committee

Strategy2:

Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Other - School Readiness

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Kindergarten Teachers

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the states definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions.	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

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Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Other - Transitioning	01/01/2017	12/31/2017	\$0 - No Funding Required	Sallie Pierce, Kindergarten Teachers

Activity - Teacher Collaboration (Preschool-Kindergarten)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergartners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Other - Transitioning	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers

Narrative:

The school analyzes KPREP, ACCESS, AIMSWEB and MAP data to identify the educational needs of the schools student population and target our hiring practices towards the needs of the students. Most newer teachers are dual certified in the areas of elementary education and special education in order to meet the needs of the special learner population. We also have 1 assigned ELL teacher and recently hired AmeriCorps worker to specifically target the needs of the ELL population. In retaining quality staff we focus on the morale of the teachers and school climate in order to maintain a positive non-threatening work environment where people want to practice their educational profession.

The needs of the 1st year teacher are being met through mentoring by their KTIP Resource Teacher, the KTIP process and a year long mentoring program conducted by Central Office for new teachers to the district. At the current time we have no teachers rated below accomplished, 22% are rated as exemplary and 77% accomplished.

In order to recruit and retain the best possible we attempt to provide safe positive working condition as evidenced by: In the area of mutual respect and trust the TELL survey is at 93.3 % positive rating and in the area of new teacher support, results show 95.5 percent positive rating. As far as the professional needs of the staff, we have limited use in utilizing the TELL survey to identify the professional learning needs of the staff. As a school and district we have numerous professional development activities throughout the year in all aspects of teaching and learning to include but not limited to: Behavioral Management, KAGAM, MAP, Aimsweb, PBIS, CIITS, PGES, OPGES, Special Education and curriculum specific areas of training. When adopting a new series the majority of the professional development at the school level will be around the implementation and usage for approximately 2 years.

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

The leadership team consisting of the principal (Keith Patrick), the assistant principal (Melanie Gover), the curriculum specialist (Kim Baker), and the guidance counselor (Sallie Pierce) were the key stakeholders for the missing piece completion. Along with the leadership team, teacher leaders (Krista Carter, Susan Hoseclaw, Stephanie McClendon, Ann McIntosh, and Autumn Brock). The Building Facilitator (Nicole Bogle), and the Family Resource Director (Susan Cross) were part of the diagnostic completion. Parent feedback on surveys were also analyzed to gain valid information concerning multiple questions within the diagnostic.

Relationship Building

Overall Rating: 3.86

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.43

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 3.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.67

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

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

Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.67

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

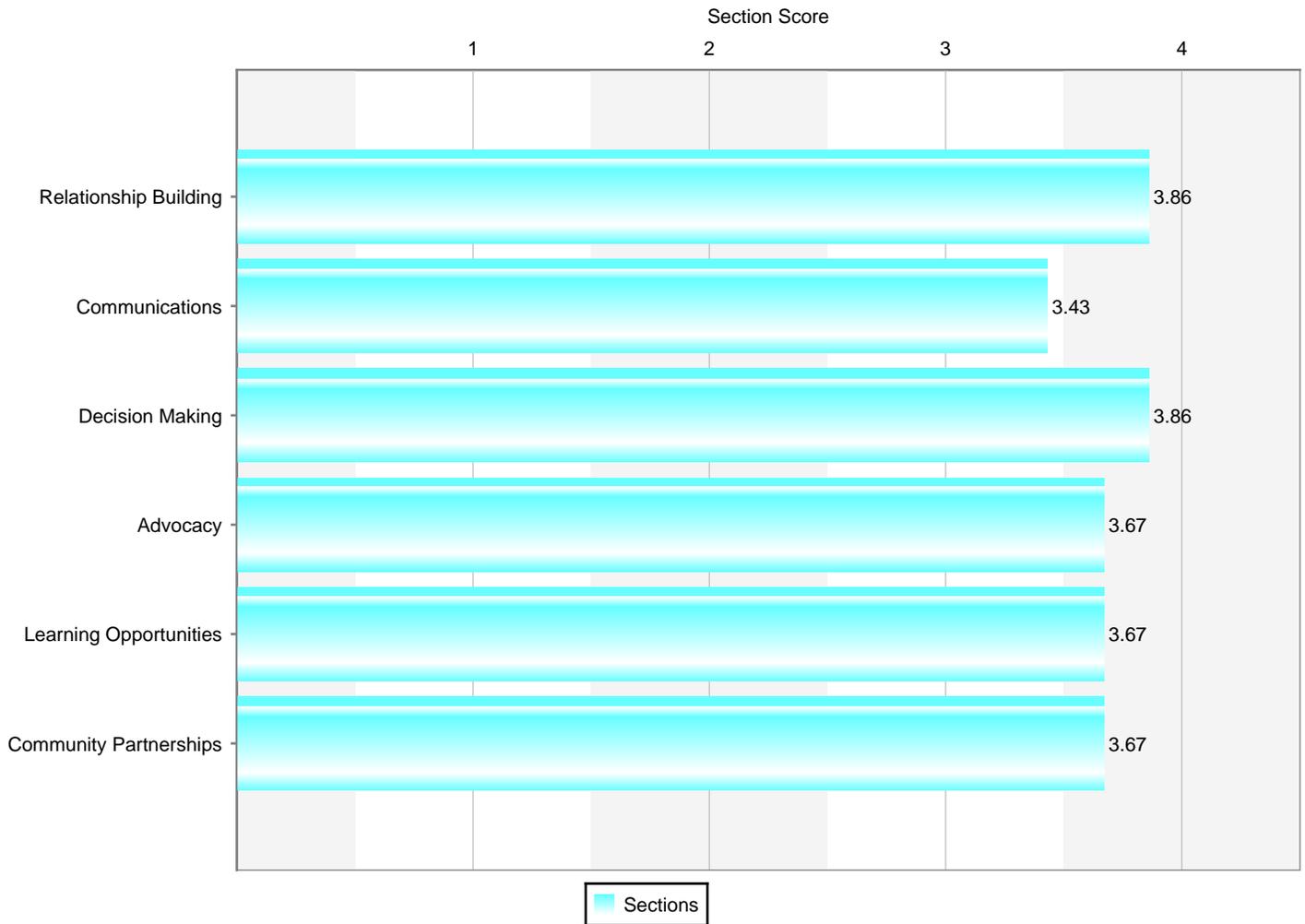
Reflect upon your responses to each of the Missing Piece objectives.

Overall, Southern Elementary School (SES) scored well in all areas of the Missing Piece objectives. This scoring was developed through a careful analysis of several areas of the school and looking at results from surveys, minutes of SBDM meetings and articles of documentation at the school and district level. In the area of stakeholders, SES was strong with a variety of stakeholders throughout the school/business community. Relationship building has been very solid with members of the school sitting on a variety of committees within the community. This is further strengthened through our strong FRYSC program that is very involved in community agencies. Communications is also very strong at the District and School level. A variety of media outreach is used as well as the use of One Call, electronic communication and a dedicated Public Relations person at the district level. Decision making is a shared process utilizing the Site Based Decision Making Council (SBDMC) that has parent members representing the student body. The SBDMC also is required one minority parent member who has an interpreter assigned for all meetings and communication. In the areas of student advocacy, advocacy for student learning as barriers to learning are being overcome through the FRYSC Program, a Migrant Program and a variety of outreach programs within the community, to include mental health counseling at school, after school tutoring services and childcare services located at SES. Learning opportunities are within the school as well as outside the school. The school and district have a very focused Gifted and Talented Program, SES has recently become a member of the Project Lead the Way program; a program specifically geared toward science/engineering in the schools. With this grant SES has added a full-time science lab for grades K-5. There is also a variety of other learning opportunities afforded to the students at SES. Community Partnership remains strong as SES is centrally located in a strong business area in the Somerset community. Many business owners participate in career day, volunteer reading programs, and also volunteer services such as dental, limited medical and free security monitors for the school. Many local businesses are invited to participate in the fall festival where they may set up booths.

In looking at areas of improvement, one area would be to improve upon the parent participation within the school. Going along with this would be the improvement of the parent participation rated on surveys that are administered for a variety of reasons through the year. This may be accomplished through the reorganization of the Principals Parent Advisory Committee, which is slated for re-development in the spring of 2015, in order to gain more community support and to be able to send a more focused message to stakeholder members. In the areas of surveys, a more focused approach may be to develop electronic means to support the surveys; thereby making them more accessible to stakeholders.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Southern Elementary School Improvement Team consists of administrators, grade level teachers, special education teachers, special area teachers (art, music, media specialist), Family Resource representative, janitorial representative, and parents. Five committees (Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement) were developed to assist with the improvement planning process. Each committee contains a component manager to report all input and suggestions to target specific areas for improvement. Each component manager notifies stakeholders about meeting via email.

During the October test analysis day, K-PREP data is systematically reviewed and analyzed to outline areas in which students need instructional improvement. The committee members review data to begin developing goals and an action plan. Each committee looked for trends that identified strengths and weaknesses. The committee chair shares and discusses findings of their respective committee. After review of these findings, the team created school-wide goals based from the data and discussions from all stakeholders. The team meets throughout the school year to continually review student progress, assess data, and plan instructional strategies to ensure continued support for all students in the areas of academic achievement, social growth, and college and career readiness. Sign-in sheets are kept each time meetings are held.

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

The Southern Elementary School Improvement Team is comprised of various representatives within the school. The team includes administrators, grade level teachers, special education teachers, special area teachers (art, music, media specialist, P.E.), Family Resource representative, janitorial representative, and parents. The representatives are divided into five component areas (Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement). Each committee focuses on their component to analyze data from surveys, test analysis, and student strengths and weaknesses. Once the team reviews the data, they begin developing goals and an action plan for their component. The component managers meet to establish a plan which offers continued support for all students in the areas of academic achievement, social growth, and college and career readiness.

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

The improvement plan is presented to the Site Based Decision Making Council during a monthly meeting held the first Monday of the current month. These meetings are held in the evening after school hours to allow working parents to attend. All stakeholders are given a copy of the current School Improvement Plan to review and to submit suggestions. The School Improvement Plan is also posted on our school website for review.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Southern Elementary is a very data driven school. Data is used by administrators and teachers to aide with almost every decision that is made daily. The question that we try to answer while looking at data is inevitably, "How are we doing?" We use KPREP data to determine how we are doing with regards to reaching proficiency in each content standard, as well as teacher and instructional program efficiency. We use Aimsweb data as a universal screener, identifying students in need of additional instruction and/or intervention. We also use Aimsweb as a means of progress monitoring all students in the areas of reading and math. In addition to KPREP, MAP (Measures of Academic Progress) data is used to determine students' mastery of standards. This information will ultimately help teachers determine how their students are doing which will , in turn, help guide instruction. Common assessment data is used during PLC meetings to assess student learning and guide instruction.

By reviewing specific data, Southern Elementary assesses the overall progress of the school in terms of curriculum and instruction. Data will not, however, tell you the state of a students' physical and emotional well-being or the state of interpersonal relationships throughout the school.

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?

We will continue to implement research-based core programs and align curriculum with the Common Core State Standards. Math In Focus is our core math program and emphasizes a student understanding of mathematical processes resulting in an 80% mastery of all mathematical strands. Reading Wonders, our recently adopted reading series, is research-based and fully aligned with the Common Core State Standards. We will also continue with protected literacy blocks in the primary grades and small group instruction. Professional development will continue to focus on school needs and the individual needs of the teachers. This will continue to include a focus on writing, reading, math, and best practices.

Southern Elementary will continue a focus on Response to Interventions. We believe this has been a cause for our high achievement in the area of growth on the state assessment. At risk students will be identified and receive research-based interventions in their areas of weakness. Two intervention programs, Reading Mastery and Corrective Reading, have been implemented as an intervention for students struggling in the area of reading. Differentiated instruction in the classroom and intervention blocks in the master schedule will continue to address the needs of struggling students. We will also continue our focus on formative assessment and using "I Can" statements in the classroom. This allows both teachers and students to be aware of where students are in the mastery of the state standards. Teachers also use this data to drive their daily instruction.

According to testing data, Reading and Math showed growth; however, Math showed the greatest improvement with 6.3% growth. Although Reading and Math showed the greatest growth, all subject areas are above the state average with Social Studies, Writing, and Math being above the district average. For the 2015-2016 school year, our overall score was 83.5; placing us in the 99th percentile. For the past five years, we have celebrated being identified with a Distinguished classification!

Opportunities for Improvement

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

After analyzing our state testing data, the academic areas of need are identified as 3rd grade Reading and Math, as well as, Language Mechanics and On Demand Writing. The subjects that have the lowest percent of proficient and distinguished students were 3rd grade Reading and Math, as well as, On Demand Writing. The subjects with the highest percent of students at the novice level were 3rd grade Reading and Math, 5th grade Reading and Language Mechanics. We will address these areas of need through school wide professional development. We will continue to implement a research-based core program, Reading Wonders, and align curriculum with the Common Core State Standards. Interventions will continue in the area of reading, using Corrective Reading in grades 3-5 and Reading Mastery in the primary grades. Both of these are research-based intervention programs. A math intervention teacher has been implemented through the Math Achievement Fund. The program focuses on early numeracy and number sense. Professional development will also be offered focusing on best practices in Reading. Protected literacy blocks in the primary grades and small group instruction will continue. Strategies for Writers is a research-based writing and grammar program that has been implemented. It meets 100% of the Kentucky Core Academic Standards for writing and language and prepares students for effective writing in all genres emphasized in the standards. Strategies will continue to be developed that will address our gap groups. Differentiation and individualized instruction will continue in the classrooms.

Conclusion

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

Southern Elementary School has continually made progress in the areas of student teaching and learning. This progress has been made through the use of data driven decisions and willingness of the staff to make changes when needed. Even though we have one of the highest free and reduce lunch rates in the district, each student counts and is valued resulting in our strong gains. Our staff (and students') ability to overcome obstacles such as poverty, broken homes, and transient population are sources of pride and we continue to build upon them for the betterment of the students. The next step in the process of continuous improvement are the following: in the area of writing, we have a cohesive writing process across all grade levels. Also, numerous trainings are offered throughout the year offered by the school and district. In the area of reading, various professional developments have been, and are continuing to be offered to teachers. We have adopted school wide a new reading series, Reading Wonders. Monitoring is being conducted on a regular basis in order to identify students who may need additional assistance and instruction is being offered by a variety of trained teachers through researched based programs. Additionally, three AmeriCorp workers continue to focus on reading as an area to improve upon. Finally, RtI will continue to be a focus in each grade level and reach students in their areas of need.

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

Plan Description

Southern Elementary School Comprehensive School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP proficiency ratings from 64.2% to 68.6% by 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$43182
2	Increase the averaged combined reading and math K-PREP proficiency ratings for all studnets in the non-duplicated gap group from 58.2% to 64.9% by 2017.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$5400
3	Decrease the number of reading and math K-PREP novice ratings by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Demonstrate Proficiency in all areas of the Program Review: A&H, PLCS, Writing, Global, and Primary K-3.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$0
5	The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of each student.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-PREP proficiency ratings from 64.2% to 68.6% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings from 64.2% to 68.6% by 12/31/2017 as measured by K-PREP.

Strategy 1:

Curriculum Refinement - Through participation in PLCs, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards.

Category: Continuous Improvement

Activity - District PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Amy Polston

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of like-content areas in grades 3-5 will meet once per nine weeks for vertical alignment planning. These meetings will occur while students participate in end-of-month celebrations.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Kim Baker, Teachers

Activity - Growth Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Keith Patrick

Strategy 2:

Literacy Initiative - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.)

Category: Continuous Improvement

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading teachers will use research-based, KCAS-aligned core program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$15108	Other	Kim Baker, Teachers
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Activity - Standards-Based Instruction and Assessment (ELA Lesson Plans)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Keith Patrick

Activity - Instructional Units Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the conclusion of each unit assessment, teachers will present their grade-cam reports and Plan-Do-Study-Act (PDSA) documents to the grade level and leadership team during PLCs.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Keith Patrick

Activity - Lexia Core5/Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' reading abilities.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Kim Baker, Teachers

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's writing policy, program, and plan will be distributed to all teachers and will be discussed regularly at PLCs, Growth Day meetings, and grade level meetings.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Kim Baker

Activity - ELA Schedule Requirements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 grade classes will have a 2-hour ELA block each day. Grades 3-5 will have a minimum of 90 minutes of ELA instruction daily.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Kim Baker, Melanie Gover

Strategy 3:

Math Initiative - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Activity - Standards-Based Instruction and Assessment (Math Lesson Plans)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Southern Elementary School

Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Math In Focus (Singapore math by Marshall Cavendish) will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Direct Instruction	01/01/2017	12/31/2017	\$8449	Other	Keith Patrick
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Activity - Individualized Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, iReady. The purpose of the program is to increase students' understanding of number sense, computation, and problem-solving.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$10125	Other	Kim Baker, Teachers

Strategy 4:

Assessment Administration and Analysis - The assessment plan includes an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. As assessment results become available, data will be analyzed and appropriate adjustments will be made.

Category: Continuous Improvement

Activity - Universal Screeners (AIMSweb Plus and MAP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Other - Assessment	01/01/2017	12/31/2017	\$9500	Other	Kim Baker

Activity - Standards-Based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress toward mastery in each standard is shown (grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers

Goal 2: Increase the averaged combined reading and math K-PREP proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 12/31/2017 as measured by K-PREP.

Comprehensive School Improvement Plan

Southern Elementary School

Strategy 1:

Response to Intervention - The school will follow the Pulaski County Response to Intervention System to identify students in need of intervention or enrichment, develop appropriate intervention plans, monitor progress toward goals, and adjust plans as necessary.

Category: Continuous Improvement

Activity - RTI Analysis of Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on at least a weekly basis. Students between the 11th and 24th percentiles will receive intervention either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$5400	Other	RTI Committee
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Title I Teachers/Americorp
Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Other - Remove Barriers	01/01/2017	12/31/2017	\$0	No Funding Required	FRC
Activity - Co-Teaching Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Kristy Hudson, Special Education Teachers
Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Southern Elementary School

All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	RTI Committee, Title I Teachers
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Strategy 2:

Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Other - School Readiness

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the states definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	Amy Polston

Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Other - Transitioning	01/01/2017	12/31/2017	\$0	No Funding Required	Sallie Pierce, Kindergarten Teachers

Activity - Teacher Collaboration (Preschool-Kindergarten)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergartners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Other - Transitioning	01/01/2017	12/31/2017	\$0	No Funding Required	Kindergarten Teachers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Kim Baker, Kindergarten Teachers

Goal 3: Decrease the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to decrease the number of reading and math novice ratings by 10% by 12/31/2017 as measured by K-PREP.

Strategy 1:

Novice Identification and Intervention - Students who scored novice in the areas of reading or math will be individually identified and targeted for interventions.

Category: Continuous Improvement

Activity - Novice Reduction Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers

Goal 4: Demonstrate Proficiency in all areas of the Program Review: A&H, PLCS, Writing, Global, and Primary K-3.

Measurable Objective 1:

collaborate to maintain proficiency in A&H, PLCS, Writing, and Primary K-3 Program Reviews by 12/31/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Monitor Program Reviews - The A&H, PLCS, Writing, and Primary Program Reviews will be reviewed, revised, and monitored to maintain or improve upon Proficient ratings.

Category: Continuous Improvement

Activity - Cross-Curricular Integration (Program Review)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will design lessons to integrate areas of the Program Review into regular instruction. Likewise, Program Review area teachers will design lessons to integrate other subject standards.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers

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

Southern Elementary School

Southern Elementary School will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator in November and January.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	No Funding Required	Program Review Committee Leaders, Program Review School Coordinator
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Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southern Elementary will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. Southern Elementary's School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	No Funding Required	School Program Review Coordinator

Measurable Objective 2:

collaborate to improve Global Competency and World Language program from "Needs Improvement" to "Proficiency" by 01/01/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Global Competency: Cultural Studies - Instruction about world cultures will be incorporated into daily lesson plans and activities to introduce students to the complexity and diversity of human civilizations.

Category: Other - Program Reviews

Activity - Global Cultures Emphasis Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will promote research of other cultures and project-based learning to introduce students to cultures around the world. Each grade level will choose a different culture on which to focus; information about that culture will be researched and referenced in regular instruction.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, Global Competency and World Language Committee

Activity - Global Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will engage in activities to introduce students to cultures around the world. Teachers may use web-based tools and information resources to guide instruction (Time for Kids: Around the World, National Geographic Kids, KET Encyclomedia). Teachers will use our core reading program (Reading Wonders) as a direct correlation to multiple cultures. Students will be exposed to Folktales from different cultures, as well as, the Spanish language itself within the stories.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers

Goal 5: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of each student.

Measurable Objective 1:

collaborate to effectively remove barriers to learning by 12/31/2017 as measured by K-PREP results and surveys of students, parents, staff..

Strategy 1:

School Safety - Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers.

Category: Continuous Improvement

Activity - Bullying and Harassment Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in anti-bullying/harassment instruction. Instruction will include teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Sallie Pierce

Activity - Emergency Management Plan and Emergency Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Melanie Gover

Strategy 2:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Stakeholder Engagement

Activity - Communication Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), PTA meetings, Central Communicator, and the local newspaper.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	FRC, Keith Patrick, Teachers

Activity - FRC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	FRC Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screeners (AIMSweb Plus and MAP)	Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Other - Assessment	01/01/2017	12/31/2017	\$9500	Kim Baker
Individualized Math Instruction	All students will participate in the individualized, adaptive, computer-assisted program, iReady. The purpose of the program is to increase students' understanding of number sense, computation, and problem-solving.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$10125	Kim Baker, Teachers
RTI Analysis of Universal Screener	Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on at least a weekly basis. Students between the 11th and 24th percentiles will receive intervention either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$5400	RTI Committee
Core Reading Instruction	Reading teachers will use research-based, KCAS-aligned core program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$15108	Kim Baker, Teachers
Standards-Based Instruction and Assessment (Math Lesson Plans)	Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Math In Focus (Singapore math by Marshall Cavendish) will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Direct Instruction	01/01/2017	12/31/2017	\$8449	Keith Patrick
Total					\$48582	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Southern Elementary School

Instructional Units Data Analysis	At the conclusion of each unit assessment, teachers will present their grade-cam reports and Plan-Do-Study-Act (PDSA) documents to the grade level and leadership team during PLCs.	Direct Instruction	01/01/2017	12/31/2017	\$0	Keith Patrick
Growth Days	Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Direct Instruction	01/01/2017	12/31/2017	\$0	Keith Patrick
Communication Methods	Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), PTA meetings, Central Communicator, and the local newspaper.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	FRC, Keith Patrick, Teachers
FRC Intervention Support	The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Other - Remove Barriers	01/01/2017	12/31/2017	\$0	FRC
Teacher Collaboration (Preschool-Kindergarten)	Preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergartners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Other - Transitioning	01/01/2017	12/31/2017	\$0	Kindergarten Teachers
Global Cultures Emphasis Month	The school will promote research of other cultures and project-based learning to introduce students to cultures around the world. Each grade level will choose a different culture on which to focus; information about that culture will be researched and referenced in regular instruction.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	Teachers, Global Competency and World Language Committee
Preschool Parent Orientation	Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the states definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	Amy Polston
Standards-Based Instruction and Assessment (ELA Lesson Plans)	Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team.	Direct Instruction	01/01/2017	12/31/2017	\$0	Keith Patrick
Brigance Screener	All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Direct Instruction	01/01/2017	12/31/2017	\$0	Kim Baker, Kindergarten Teachers

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Lexia Core5/Reading Plus	All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' reading abilities.	Academic Support Program	01/01/2017	12/31/2017	\$0	Kim Baker, Teachers
Interventions	Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Title I Teachers/Americorp
Global Engagement Activities	Classrooms will engage in activities to introduce students to cultures around the world. Teachers may use web-based tools and information resources to guide instruction (Time for Kids: Around the World, National Geographic Kids, KET Encyclomedia). Teachers will use our core reading program (Reading Wonders) as a direct correlation to multiple cultures. Students will be exposed to Folktales from different cultures, as well as, the Spanish language itself within the stories.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	Teachers
Novice Reduction Student Mentoring	Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Teachers
Writing Program	The school's writing policy, program, and plan will be distributed to all teachers and will be discussed regularly at PLCs, Growth Day meetings, and grade level meetings.	Direct Instruction	01/01/2017	12/31/2017	\$0	Kim Baker
RTI Parent Communication	All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement	01/01/2017	12/31/2017	\$0	RTI Committee, Title I Teachers
Bullying and Harassment Prevention	All students will participate in anti-bullying/harassment instruction. Instruction will include teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Policy and Process	01/01/2017	12/31/2017	\$0	Sallie Pierce
ELA Schedule Requirements	All K-2 grade classes will have a 2-hour ELA block each day. Grades 3-5 will have a minimum of 90 minutes of ELA instruction daily.	Direct Instruction	01/01/2017	12/31/2017	\$0	Kim Baker, Melanie Gover
Cross-Curricular Integration (Program Review)	All teachers will design lessons to integrate areas of the Program Review into regular instruction. Likewise, Program Review area teachers will design lessons to integrate other subject standards.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	Teachers

Comprehensive School Improvement Plan

Southern Elementary School

Program Review Reports	Southern Elementary School will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator in November and January.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	Program Review Committee Leaders, Program Review School Coordinator
District External Review	Southern Elementary will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. Southern Elementary's School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Other - Program Reviews	01/01/2017	12/31/2017	\$0	School Program Review Coordinator
Emergency Management Plan and Emergency Drills	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0	Melanie Gover
FRC	The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Parent Involvement	01/01/2017	12/31/2017	\$0	FRC Director
Preschool-Kindergarten Transition Day	Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Other - Transitioning	01/01/2017	12/31/2017	\$0	Sallie Pierce, Kindergarten Teachers
Co-Teaching Classes	Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Kristy Hudson, Special Education Teachers
District PLCs	Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Direct Instruction	01/01/2017	12/31/2017	\$0	Amy Polston
Vertical Planning Meetings	Teachers of like-content areas in grades 3-5 will meet once per nine weeks for vertical alignment planning. These meetings will occur while students participate in end-of-month celebrations.	Direct Instruction	01/01/2017	12/31/2017	\$0	Kim Baker, Teachers
Standards-Based Instruction and Unit Assessments	All unit assessments will be based on KCAS and will be graded so that student progress toward mastery in each standard is shown (grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Direct Instruction	01/01/2017	12/31/2017	\$0	Teachers

Comprehensive School Improvement Plan

Southern Elementary School

Total

\$0

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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		

Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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		

Comprehensive School Improvement Plan

Southern Elementary School

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		

Comprehensive School Improvement Plan

Southern Elementary School

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		

Comprehensive School Improvement Plan

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of each student.

Measurable Objective 1:

collaborate to effectively remove barriers to learning by 12/31/2017 as measured by K-PREP results and surveys of students, parents, staff..

Strategy1:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Stakeholder Engagement

Research Cited:

Activity - FRC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC Director

Activity - Communication Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), PTA meetings, Central Communicator, and the local newspaper.	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC, Keith Patrick, Teachers

Narrative:

The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of each student. Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers. School staff will share relevant information and engage families through multiple modes of communication.

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 64.2% to 68.6% by 2017.

Comprehensive School Improvement Plan

Southern Elementary School

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings from 64.2% to 68.6% by 12/31/2017 as measured by K-PREP.

Strategy1:

Curriculum Refinement - Through participation in PLCs, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards.

Category: Continuous Improvement

Research Cited:

Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

Strategy2:

Math Initiative - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Research Cited:

Activity - Standards-Based Instruction and Assessment (Math Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Math In Focus (Singapore math by Marshall Cavendish) will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Direct Instruction	01/01/2017	12/31/2017	\$8449 - Other	Keith Patrick

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Activity - Individualized Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, iReady. The purpose of the program is to increase students' understanding of number sense, computation, and problem-solving.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$10125 - Other	Kim Baker, Teachers

Strategy3:

Literacy Initiative - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.)

Category: Continuous Improvement

Research Cited:

Activity - Standards-Based Instruction and Assessment (ELA Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use research-based, KCAS-aligned core program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$15108 - Other	Kim Baker, Teachers

Activity - Lexia Core5/Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' reading abilities.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Teachers

Goal 2:

Decrease the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to decrease the number of reading and math novice ratings by 10% by 12/31/2017 as measured by K-PREP.

Comprehensive School Improvement Plan

Southern Elementary School

Strategy1:

Novice Identification and Intervention - Students who scored novice in the areas of reading or math will be individually identified and targeted for interventions.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers

Narrative:

With focusing on curriculum refinement, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards. All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. The core program (Reading Wonders by McGraw-Hill) may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.). Along with literacy, math instruction will be high quality and aligned to KCAS. It will also include appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. The assessment plan will include an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. Data will be analyzed and appropriate adjustments will be made as assessment results become available.

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings for all studnets in the non-duplicated gap group from 58.2% to 64.9% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 12/31/2017 as measured by K-PREP.

Strategy1:

Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Other - School Readiness

Research Cited:

Comprehensive School Improvement Plan

Southern Elementary School

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Kindergarten Teachers

Narrative:

All kindergarten students are assessed at school entry with the common statewide screener (Brigance Kindergarten Screener).

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 proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 12/31/2017 as measured by K-PREP.

Strategy1:

Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Other - School Readiness

Research Cited:

Activity - Teacher Collaboration (Preschool-Kindergarten)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergartners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Other - Transitioning	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Other - Transitioning	01/01/2017	12/31/2017	\$0 - No Funding Required	Sallie Pierce, Kindergarten Teachers

Comprehensive School Improvement Plan

Southern Elementary School

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the states definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions.	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

Narrative:

Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn. Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the states definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions. Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants. Preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarten students. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 64.2% to 68.6% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings from 64.2% to 68.6% by 12/31/2017 as measured by K-PREP.

Strategy1:

Curriculum Refinement - Through participation in PLCs, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards.

Category: Continuous Improvement

Research Cited:

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

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Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Strategy2:

Math Initiative - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Research Cited:

Activity - Standards-Based Instruction and Assessment (Math Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Math In Focus (Singapore math by Marshall Cavendish) will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Direct Instruction	01/01/2017	12/31/2017	\$8449 - Other	Keith Patrick

Activity - Individualized Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, iReady. The purpose of the program is to increase students' understanding of number sense, computation, and problem-solving.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$10125 - Other	Kim Baker, Teachers

Strategy3:

Literacy Initiative - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient in the different facets of literacy (listening, speaking, reading, writing, observing).

The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.)

Category: Continuous Improvement

Research Cited:

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use research-based, KCAS-aligned core program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$15108 - Other	Kim Baker, Teachers

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Activity - Standards-Based Instruction and Assessment (ELA Lesson Plans)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Keith Patrick

Activity - Lexia Core5/Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' reading abilities.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kim Baker, Teachers

Narrative:

With focusing on curriculum refinement, teachers will analyze current curriculum and make revisions to better align to KCAS. Teachers will further improve teaching and learning by continually updating and revising assessments, unit plans, and lesson plans to ensure congruency to standards. All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. The core program (Reading Wonders by McGraw-Hill) may be supplemented by research-based programs and strategies (Lexia, Reading Plus, Reading Mastery, Corrective Reading, etc.). Along with literacy, math instruction will be high quality and aligned to KCAS. It will also include appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. The assessment plan will include an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. Data will be analyzed and appropriate adjustments will be made as assessment results become available.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.2% to 64.9% by 12/31/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - The school will follow the Pulaski County Response to Intervention System to identify students in need of intervention or enrichment, develop appropriate intervention plans, monitor progress toward goals, and adjust plans as necessary.

Category: Continuous Improvement

Research Cited:

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Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	RTI Committee, Title I Teachers

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Other - Remove Barriers	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC

Activity - RTI Analysis of Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on at least a weekly basis. Students between the 11th and 24th percentiles will receive intervention either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$5400 - Other	RTI Committee

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Title I Teachers/Americorp

Activity - Co-Teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Kristy Hudson, Special Education Teachers

Goal 2:

Decrease the number of reading and math K-PREP novice ratings by 10% by 2017.

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Measurable Objective 1:

collaborate to decrease the number of reading and math novice ratings by 10% by 12/31/2017 as measured by K-PREP.

Strategy1:

Novice Identification and Intervention - Students who scored novice in the areas of reading or math will be individually identified and targeted for interventions.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers

Narrative:

The school will follow the Pulaski County Response to Intervention System to identify students in need of intervention or enrichment, develop appropriate intervention plans, monitor progress toward goals and adjust plans as necessary. Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Demonstrate Proficiency in all areas of the Program Review: A&H, PLCS, Writing, Global, and Primary K-3.

Measurable Objective 1:

collaborate to maintain proficiency in A&H, PLCS, Writing, and Primary K-3 Program Reviews by 12/31/2017 as measured by KDE Program Review Rubrics.

Strategy1:

Monitor Program Reviews - The A&H, PLCS, Writing, and Primary Program Reviews will be reviewed, revised, and monitored to maintain or

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improve upon Proficient ratings.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator in November and January.	Other	01/01/2017	12/31/2017	\$0 - No Funding Required	Program Review Committee Leaders, Program Review School Coordinator

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southern Elementary will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. Southern Elementary's School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Other - Program Reviews	01/01/2017	12/31/2017	\$0 - No Funding Required	School Program Review Coordinator

Activity - Cross-Curricular Integration (Program Review)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will design lessons to integrate areas of the Program Review into regular instruction. Likewise, Program Review area teachers will design lessons to integrate other subject standards.	Other - Program Reviews	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers

Narrative:

The A&H, PLCS, Writing, and Primary Program Reviews will be reviewed, revised, and monitored to maintain or improve upon proficient ratings. All teachers will design lessons to integrate areas of the Program Review into regular instruction. Likewise, Program Review area teachers will design lessons to integrate other subject standards. Evidence of Program Review implementation will be collected from teachers and administrators using a network-based collection system, analyzed, and used to inform self-assessment.

Executive Summary

Introduction

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

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

Description of the School

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

Southern Elementary School, part of the Pulaski County School System, is located in Somerset, Kentucky in Pulaski County. Pulaski County occupies 658.41 square miles of Kentucky's land area. The county's estimated population in 2014 was 63,825. According to the Census Bureau, the county's population is composed of 96.7% White, 1.3% Black, 2.4% Hispanic and 1.9% represent other ethnic categories. The median household income is \$34,092 which is nearly \$9,000.00 less than the state average. Most recent census data indicates that 79.9% of the counties residents have a high school diploma while college graduates make up 15.1% of the county's population. Somerset is the county seat and it is comprised on 11,422 residents.

Southern Elementary School, a Title I school, serves approximately 696 students. SES is the largest elementary school in the Pulaski County School System and has experienced tremendous growth in enrollment. Although SES is part of the county school system, the school itself is located within the Somerset City limits and competes with the Somerset Independent School system for resources and students. The school's student demographics are varied and include both urban and rural. SES was the first county school to require a minority SBDMC member due to the increased minority student population that is currently at 11.18 percent. Our largest minority population is Hispanic. We have had students from China, Vietnam, Guatemala, Russia and Poland. Our school's student population is comprised of the following ethnicities: 88.8% White, 7.1% Hispanic, 1.3% Black or African American, 0.9% Asian, 0.4% Native Hawaiian, and 1.5% of students are two or more ethnicities. We have 52% male students and 48% female students. Although the Pulaski County School System offers free breakfast and lunch to all students, approximately 76% of our student body is in the free or reduce lunch category.

Southern Elementary has a staff that provides a warm, nurturing and safe learning environment for the southern community of our county. Certified staff members include two administrators, one guidance counselor, one curriculum specialist, three Title I teachers, two speech teachers, five special education teachers, one special education liaison, six special area teachers that cover music, art, drama, physical education, library, and Project Lead the Way: Launch (science lab). Thirty-one homeroom teachers support the primary instructional process, supported by several itinerant teachers that deliver special education services and ESL services. Our classified staff consists of the following: five custodial, eight cafeteria staff, eight special education instructional assistants, seven regular classroom assistants, three secretaries and three AmeriCorps workers.

Southern Elementary School is a student centered school where we believe high achievement comes from high expectations. The mission of Southern Elementary School is to ensure continuous progress for ALL students by providing a positive educational environment in which school personnel, students, parents, and community unite in the belief that all students can and will learn at high levels. We also feel students learn best in a safe and orderly environment; self-worth is promoted through encouragement and success. Character growth is essential for responsible citizenship. Our leadership has made it a priority to recognize on a weekly basis a student and adult representative through the use of BRAVES cards. Student achievement, success and safety are our primary focus, with the ultimate goal that all students will reach high levels of success. We believe in order to reach high levels of success the following must be in place: all stakeholders sharing the responsibility for enabling students to become confident, lifelong learners, instruction based on state mandated standards, an effective system of assessment and accountability for all students and staff; input from family and community on the educational process and a nurturing environment.

The Family Resource and Youth Services Center (FRYSC) is located on campus. The goal of the center is to eliminate barriers to learning and improve school/home relations. Our FRYSC is staffed by a full time director and assistant. They provide clothing, hygiene products, food and counseling services to students and their families. In addition, the FRYSC assists in funding a full time school nurse and offers afterschool childcare services at a nominal cost to parents. Our FRYSC members are actively engaged in the community and community organizations in order to secure services for our staff and students.

Our school is facing several challenges in the near future. The largest challenge facing SES is a decrease in Title I monies that threaten several programs and positions. These programs have historically been utilized to target and provide interventions for socioeconomically disadvantaged and underperforming students. Also, the possibility of decreased SEEK funding is a constant concern that directly effects staffing. We have already increased class sizes due to the decisions of the Board of Education to increase the size of general education classrooms.

Economically, our student body has experienced increased poverty levels and an increase in transient student population. Additionally, there is a renewed focus on school safety and security. Instructionally, the new implementation of various technological components from the State level on down will continue to pose challenges to teachers to maintain and improve upon their technological skills. Teachers and administrators have faced the implementation of new standards, Program Reviews and a new state assessment. Despite these constant challenges, Southern Elementary is rated in the top 1% of elementary schools in the state of Kentucky.

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 vision of Southern Elementary is that every student is proficient and prepared for success by becoming college and career ready. Additionally, these beliefs are grounded in common beliefs throughout the school and community. We believe a strong partnership between students, staff, parents, and community helps students reach their full potential by meeting individual academic, social and emotional needs. We strive to develop life-long learners that become productive members of our society. We believe in creating a rigorous academic focus and utilizing all resources available to us. We believe that providing a safe and nurturing environment allows a student to meet their potential.

Southern Elementary has established and maintained high expectations for all adults and students throughout the school. The school leadership team works to build common direction among teachers. A clear evaluation process is in place to ensure all teachers are assessed in a systemic manner leading to better instructional practices and growth. The school provides supports to teachers in order to gather and maintain multiple measurable data to guide instruction. Regular and timely feedback is provided to teachers through this process in order to ensure they are meeting the needs of all students.

In the areas of curriculum and assessment, Southern Elementary leadership works collaboratively with teachers to implement our rigorous testing and evaluation system in grades K-5. During the last four years, our school has placed an intentional focus on the intervention process. Aimsweb is our universal screener and is administered to students three times a year (Fall, Winter, and Spring) in the areas of Reading and Math. These results are used to identify students in need of additional instruction or interventions. Based on this data, students are placed in Response to Intervention (RTI) and instructional intervention plans are created to prescribe an intervention focus for individual students. The RTI committee meets once a month to monitor and/or evaluate these targeted low achieving students. In 2008, the leadership of SES placed a priority on tracking the primary program and growth of primary students using a nationally norm-referenced test, the ITBS. Currently, the Stanford 10 is given in place of the ITBS because Stanford 10 became a part of the KPREP which is administered at grades 3-5. The results of these assessments are used to plan instruction, develop class rosters, identify areas of weakness, guide instruction and review effectiveness of school programs. In addition, Measures of Academic Progress (MAP) assessments are given on a regular basis (fall, winter, and spring) in order to monitor students' mastery of state standards. These results also guide instruction in the classroom. Common assessments further monitor student mastery of standards and allow for analysis of student work.

Southern Elementary School works with many support services to meet the physical, social, and emotional needs of the student population being served. These services support the counseling, assessment, referral process (procedures located on district website) and educational needs for all students. Physical needs can be met by our provision of a full-time nurse, Kids First Dental Bus and local dentist, which serviced 88 students, 848 services were made regarding clothing for a child in our Family Resource Center, and participation in the Summer Feeding Bus which served approximately 2,200 students. With the collaboration from local churches, we provide food on the weekends for needy children. At SES, 82 families receive food bags weekly. Social and emotional needs can be addressed by our full-time guidance counselor, (Counselor's Corner located on school website), Family Resource Center (further information located on school website), and our partnerships with the mental health agencies of Pulaski County. For example, 11 students participated in anger management classes, 8 students participated in grief counseling, and 48 students received individual counseling from our partnering mental health agencies.

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.

According to testing data, Reading and Math showed growth; however, Math showed the greatest improvement with 6.3% growth. Although Reading and Math showed the greatest growth, all subject areas are above the state average with Social Studies, Writing, and Math being above the district average. For the 2015-2016 school year, our overall score was 83.5; placing us in the 99th percentile. For the past five years, we have celebrated being identified with a Distinguished classification! It is our goal to not only maintain but reach higher and strive to meet our recommended delivery targets as reported to us on our School Report Card. After analyzing this year's state testing data, the academic areas of need are identified as Writing, Math and Reading. We will address our writing needs through school wide professional development on writing and continue the implementation of Strategies for Writers. We will continue our focus on Reading. Already in place, is a research-based core program, curriculum aligned with Kentucky Core Academic Standards, protected literacy blocks for primary grades, small group instruction, differentiation, math intervention through the Math Achievement Fund, and a strong Response to Intervention Program focusing on Reading.

School leadership will continue weekly Professional Learning Communities (PLCs), where teachers reflect on curriculum, teaching strategies, and student work. This block of time is protected by a master schedule that allows teachers of the same grade level to meet at a specific time daily. Currently, the PLCs in grades 3-5 include a special education teacher who collaborates formally and informally with others in that grade level. One area of improvement for our PLCs is to implement a formal procedure for evaluating student work. We hope this will assist in meeting our new goals. A standards-based grading system was developed and implemented. We will continue with this grading system. It is consistent both horizontally and vertically to represent attainment of knowledge and skills consistently across grade levels and content areas.

Due to an earlier economic growth period, Southern Elementary School's classrooms have been equipped with the latest and most up-to-date technology: Promethean boards, Activotes, Document Cameras, and Lightspeed Voice Enhancement Systems. We have installed an additional computer lab with thirty computers and we have 2 mobile labs consisting of forty-five laptops.

Southern Elementary School, Home of the Braves, has been recognized as a school that is implementing positive behavioral interventions and support (PBIS). Positive behavior is rewarded weekly in grade levels and monthly with a large celebration called a POW WOW. SES recognizes student achievement formally, every nine weeks. Students are awarded for good character, perfect attendance, honor roll, and academic success.

Communication with all stakeholders has improved through the use of weekly eNewsletters, One Call System and Infinite Campus Parent Portal. As our Hispanic population has grown, we now utilize two ESL teachers to provide Spanish communication for non- English speaking parents. The school and district provide websites that are full of information for all stakeholders. These include: AR book list, educational websites, school programs, school calendar, policies/procedures manual, teacher websites, and code of conduct.

Additional Information

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

In the areas of curriculum and assessment, Southern Elementary leadership works collaboratively with teachers to implement our rigorous testing and evaluation system in grades K-5. Our school has placed an intentional focus on the intervention process. AIMSweb Plus is our universal screener and is administered to students three times a year in the areas of Reading and Math. These results are used to identify students in need of additional instruction or interventions. Based on this data, students are placed in Response to Intervention (RtI) and instructional intervention plans are created to prescribe an intervention focus for individual students. The RtI committee meets once a month to monitor and/or evaluate these targeted low achieving students. The leadership of SES placed a priority on tracking the primary program and growth of primary students using a nationally norm-referenced test, the Stanford 10. The results of these assessments are used to plan instruction, develop class rosters, identify areas of weakness, guide instruction and review effectiveness of school programs. In addition, Measures of Academic Progress (MAP) assessments are given on a regular basis (Fall, Winter, and Spring) in order to monitor students' mastery of state standards. These results also guide instruction in the classroom. Common assessments further monitor student mastery of standards and allow for analysis of student work.

Southern Elementary School works with many support services to meet the physical, social, and emotional needs of the student population. These services support the counseling, assessment, referral process (procedures located on district website) and educational needs for all students. Physical needs can be met by our provision of a full-time nurse, Kids First Dental Bus and local dentist, and participation in the Summer Feeding Bus. With the collaboration from local churches, we provide food on the weekends for needy children. Social and emotional needs can be addressed by our full-time guidance counselor, FRC, and our partnerships with the mental health agencies of Pulaski County.