KDE Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Edmonson County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The 5/6 Center is located in rural Brownsville, Kentucky. Our school has an enrollment of approximately 305 students, and for accountability/testing purposes is labeled as a middle school. The building was constructed in 1959 and served students as a high school and middle school until 2005. The 5/6 Center came into existence in 2005 with the construction of a new middle school. Our faculty consists of 1 principal, 1 counselor, 14 classroom teachers, 3 exceptional education teachers,a shared librarian and other support staff.

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.

MISSION STATEMENT

The Edmonson County 5/6 Center staff, along with family and community support, will provide a safe environment and the opportunity for all students to learn and become productive citizens.

LITERACY VISION STATEMENT

The Edmonson County 5/6 Center will promote life long literacy skills for our students in order to create a love of learning that is critical for future educational success and a rewarding 21st century life.

LITERACY TEAM MISSION STATEMENT

All Edmonson County 5/6 Center students will learn to communicate effectively by using reading, writing, speaking, listening and observing skills throughout the school year.

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.

The 5/6 Center prides itself in developing and preparing students to continue their educational journey as they move toward the Middle School. Our students participate in and are successful in extra-curricular activities such as the academic team, cross country, basketball, football teams at the Middle School.

The 5/6 Center is equipped with active boards in every classroom and two computer labs. Classrooms have computer stations and all teachers have laptops or I-pads. Several teachers have clicker systems in order to have immediate feedback on student assessments.

Our school continues to offer our enrichment program to current 6th grade students, that includes classes such as: Spanish, Literacy Circle, Consumerism, Computer Programming, Journalism, Band, and STLP-Robotics. Our STLP Team competes yearly in the STLP Regionals at Western Kentucky University.

The Family Resource Center is actively engaged in school activities and helps our students and teachers in time of need.

Additional Information

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

All parents are welcome in our school. We value the concern you have for your child's safety and educational needs. We provide One-Call services, use of Remind 101, and Infinite Campus access to keep all parents informed on events and student progress. It is documented that we have had greater parent involvement/attendance at in our PTO organization and at school functions during the current 2015-2016 school year than in previous years.

15-16 Goals and Plans

Overview

Plan Name

15-16 Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 76.5 by 2019 as evidenced by the school report card.	Objectives: 2 Strategies: 4 Activities: 4	Academic	$750
2	The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card.	Objectives: 2 Strategies: 3 Activities: 5	Academic	$1100
3	Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 67.1 by 2017 as evidenced by the school report card.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$500
4	The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$500
5	The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$500
6	The Edmonson County 5/6 Center will reduce Novice scores in both Reading and Math; current combined goals are set and evidenced by the school report card.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	$1000

Goal 1: The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 76.5 by 2019 as evidenced by the school report card.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2016 as measured by K-Prep results.

(shared) Strategy 1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the current school year.

Category: Professional Learning & Support

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create/revise student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2015	05/31/2016	$150	District Funding	School CIITS leader(s), Principal

Strategy 2:

Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core Standards and determine needed instructional improvements.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2014 K-Prep test

Activity - Literacy Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2015	05/31/2016	$300	District Funding	Literacy Team, Program Review Team, Teacher PLC's

(shared) Strategy 3:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2015	05/31/2016	$0	No Funding Required	Certified Staff, Principal

Measurable Objective 2:

59% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2016 as measured by K-Prep results.

(shared) Strategy 1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the current school year.

Category: Professional Learning & Support

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create/revise student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2015	05/31/2016	$150	District Funding	School CIITS leader(s), Principal

Strategy 2:

Professional Development - Professional Development opportunities sought to raise proficiency levels.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2015 K-Prep test

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities identified to learn new/current effective strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2015	05/31/2016	$300	District Funding	Teachers, Leadership Team, Principal

(shared) Strategy 3:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2015	05/31/2016	$0	No Funding Required	Certified Staff, Principal

Goal 2: The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card.

Measurable Objective 1:

59% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy 1:

Reading Intervention - Star Reading data, K-Prep data, and classroom formative assessments will help target gap students for RTI Reading instruction which includes strategies in decoding and comprehension.

Category: Professional Learning & Support

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Activity - ELA Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2015	05/31/2016	$0	No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2015	05/31/2016	$300	District Funding	Literacy Team, Principal, Staff

(shared) Strategy 2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300	District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0	No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Measurable Objective 2:

56% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2016 as measured by K-Prep results.

Strategy 1:

Curriculum Alignment - Teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will

continue to use student friendly learning targets.

Category: Teacher PGES

Research Cited: K-prep data

Activity - Math/Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2015	05/31/2016	$500	District Funding	Principal, Math Teachers, Special Education Teachers

(shared) Strategy 2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300	District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0	No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Goal 3: Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 67.1 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2016 as measured by K-Prep data and analysis.

Strategy 1:

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Activity - Highly Qualified Educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention	08/01/2015	05/31/2016	$0	No Funding Required	Principal, SBDM Council

Activity - 15-16 Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive quality professional development on the following areas: Common Core Standards, Classroom Differentiation, Data Disaggregation, and K-Prep preparation/training. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning	07/30/2015	05/31/2016	$500	District Funding	Principal, SBDM, certified staff

Strategy 2:

Teacher Collaboration - Teachers collaborate to vertically/horizontally align curriculum by creating common pacing guides and assessments.

Category:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC's are structured to collaborate on instruction, assessment, and curriculum alignment. The groups meet weekly. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning	08/01/2015	05/31/2016	$0	No Funding Required	Principal, Teachers

Strategy 3:

Available Funds - Funds provided to improve instruction and increase student achievement

Category:

Activity - Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction.	Other	07/01/2015	06/30/2016	$0	Other	District Staff, SBDM, Principal, Teachers

Goal 4: The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2016 as measured by K-Prep data and analysis.

Strategy 1:

Parent Involvement - Principal and teachers will seek organizations/individuals to support student learning.

Category:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Grandparent's breakfast, Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement	08/01/2015	05/31/2016	$500	District Funding	All Certified Staff

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize support services/activities offered by the FRC	Community Engagement	08/01/2015	05/31/2016	$0	FRYSC	FRYSC, Principal, Teachers

Strategy 2:

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Category:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program	08/01/2015	05/31/2016	$0	No Funding Required	District Staff, Principal, and Teachers

Goal 5: The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2016 as measured by K-Prep data and analysis.

Strategy 1:

Tell Survey - Collaborate as a staff to strengthen Tell Survey results.

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center.	Professional Learning	08/01/2015	05/31/2016	$0	No Funding Required	All Certified Staff

Activity - Tell Survey Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning	08/01/2015	05/31/2016	$0	No Funding Required	Principal, teachers

Activity - Working Conditions Goal (Tell Survey)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness.	Professional Learning	07/30/2015	05/31/2016	$500	Other	Principal, Teachers

Strategy 2:

Program Review Teams - collaborate with school and district staff to ensure proficiency in the Program Review areas

Category: Professional Learning & Support

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning	08/01/2014	05/01/2015	$0	No Funding Required	Principal, teachers, other program review team members

Goal 6: The Edmonson County 5/6 Center will reduce Novice scores in both Reading and Math; current combined goals are set and evidenced by the school report card.

Measurable Objective 1:

collaborate to reduce Novice scores for free/reduced students from 19.9% in 2015 to 21.9% by 05/31/2016 as measured by K-Prep results.

(shared) Strategy 1:

Progress Monitoring (Novice Reduction) - Progress of identified students closely monitored to raise performance levels

Category: Continuous Improvement

Research Cited: Number of Novice student scores on 2015 K-Prep test

Activity - Progress Monitoring (Novice Reduction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$500	District Funding	Math/Reading Teachers, Principal

Activity - Targeted Interventions (Novice Reduction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students).	Academic Support Program	08/01/2015	05/31/2016	$500	District Funding	Reading/Math Teachers, Principal

Measurable Objective 2:

collaborate to reduce Novice scores for students with IEP's from 41.9% in 2015 to 37.7% by 05/31/2016 as measured by K-Prep results.

(shared) Strategy 1:

Progress Monitoring (Novice Reduction) - Progress of identified students closely monitored to raise performance levels

Category: Continuous Improvement

Research Cited: Number of Novice student scores on 2015 K-Prep test

Activity - Progress Monitoring (Novice Reduction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$500	District Funding	Math/Reading Teachers, Principal

Activity - Targeted Interventions (Novice Reduction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students).	Academic Support Program	08/01/2015	05/31/2016	$500	District Funding	Reading/Math Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring (Novice Reduction)	Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$500	Math/Reading Teachers, Principal
Professional Development	Professional Development opportunities identified to learn new/current effective strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2015	05/31/2016	$300	Teachers, Leadership Team, Principal
Math/Reading Intervention	Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2015	05/31/2016	$500	Principal, Math Teachers, Special Education Teachers
On-Demand Writing Reinforcement	The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2015	05/31/2016	$300	Literacy Team, Principal, Staff
15-16 Professional Development	Teachers will receive quality professional development on the following areas: Common Core Standards, Classroom Differentiation, Data Disaggregation, and K-Prep preparation/training. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning	07/30/2015	05/31/2016	$500	Principal, SBDM, certified staff
CIITS Student Assessment	Teachers will create/revise student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2015	05/31/2016	$150	School CIITS leader(s), Principal
Progress Monitoring	Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300	Math/Reading teachers, Leadership Team, Principal

Literacy Reviews	The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2015	05/31/2016	$300	Literacy Team, Program Review Team, Teacher PLC's
Targeted Interventions (Novice Reduction)	Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students).	Academic Support Program	08/01/2015	05/31/2016	$500	Reading/Math Teachers, Principal
Parent Involvement	Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Grandparent's breakfast, Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement	08/01/2015	05/31/2016	$500	All Certified Staff
				Total	$3850	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	Utilize support services/activities offered by the FRC	Community Engagement	08/01/2015	05/31/2016	$0	FRYSC, Principal, Teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center.	Professional Learning	08/01/2015	05/31/2016	$0	All Certified Staff
Program Review Meetings	Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning	08/01/2014	05/01/2015	$0	Principal, teachers, other program review team members

Targeted Interventions	Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0	Reading/Math teachers, ESS teachers, Leadership team, principal
Transition Activities	Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program	08/01/2015	05/31/2016	$0	District Staff, Principal, and Teachers
Tell Survey Exploration	Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning	08/01/2015	05/31/2016	$0	Principal, teachers
Highly Qualified Educators	Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention	08/01/2015	05/31/2016	$0	Principal, SBDM Council
ELA Intervention	Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2015	05/31/2016	$0	Principal, All 5/6 Center Staff
Teacher Reflection	Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2015	05/31/2016	$0	Certified Staff, Principal
Professional Learning Communities	Grade Level PLC's are structured to collaborate on instruction, assessment, and curriculum alignment. The groups meet weekly. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning	08/01/2015	05/31/2016	$0	Principal, Teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Working Conditions Goal (Tell Survey)	Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness.	Professional Learning	07/30/2015	05/31/2016	$500	Principal, Teachers
Funding	These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction.	Other	07/01/2015	06/30/2016	$0	District Staff, SBDM, Principal, Teachers

Total $500

KDE Needs Assessment

Introduction

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

Data Analysis

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

The Edmonson County 5/6 Center continually uses data to inform decisions at the school level. Our school wants to know if the current programs are working for all students and identify areas of strengths and weaknesses. The data from the 2015 KPREP assessment gives the school an overall score of 64.4, placing the school in the 'Needs Improvement" category and in the 63rd percentile. The school ranked 165th in the state when ranked among Kentucky's 327 middle schools.

KPREP Results

Achievement Results: 66.6 Total Achievement Points

Reading: 16.4 Points, 51.8% Proficient/Distinguished, 0% Bonus
Math 15.7 Points, 42.5% Proficient/Distinguished, 0% Bonus
Social Studies: 17.9 points, 53.8% Proficient/Distinguished, 0% Bonus
Writing 13.4 points, 45.0% Proficient/Distinguished, 0% Bonus
Language Mechanics 3.2 points, 50.4% Proficient/Distinguished, 0.7% Bonus

Gap Results:

5/6 Center: 42.1 Total Gap Points
Reading: 11.1 Points, 44.4% Proficient/Distinguished
Math 8.8 Points, 35.3% Proficient/Distinguished
Social Studies: 12.4 points, 49.5% Proficient/Distinguished
Writing 7.6 points, 38.0% Proficient/Distinguished
Language Mechanics, 2.2 points, 44.8% Proficient/Distinguished

Growth Data:

5/6 Center: 17.6 Weighted Points
Reading 50.9%
Math 54.5%
Combined 52.8%

Program Review Data:

5/6 Center: 24.0 points

TELL Survey Data:

95.45% participation rate

Areas of strength include: time, facilities and resources, community support/involvement, and managing student conduct

Professional development showed up as an area of weakness: 57.9% felt sufficient resources are available for professional development, 60% felt professional development is differentiated to meet the needs of individual teachers, 47.4% felt professional development deepens teachers' content knowledge.

Overall, 100% felt the 5/6 Center is a good place to work and learn.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our school saw an increase in the percent of students performing Proficient/Distinguished in the following areas:

Social Studies

Writing (5th grade only)

Language Mechanics

We saw an increase in proficiency levels within the GAP group in both Social Studies and Language Mechanics.

Students with IEP's made significant improvements in Social Studies.

Our school will continue to strive to move forward to help every child reach their potential.

The only cause to celebrate is the improvement in Social Studies, although those scores fell below the state average.

Opportunities for Improvement

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

As indicated by the School Report Card, we have need more students to be Proficient or Distinguished in all tested areas. More specifically, we must have more GAP students score Proficient or Distinguished in tested areas.

Areas of improvement as follows:

Reading (both grade levels)

Math (both grade levels)

Writing (both grade levels)

Students have been identified for intervention by using norm referenced assessments and classroom formative assessments. These students have been placed in intervention classes to reinforce basics and to help identify individual student weaknesses.

Our school is missing a major opportunity for achievement bonus points. Goals have been set (students have been identified) to help our school have more students score at a Distinguished level, while reducing Novice scores.

Conclusion

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

The 5/6 Center staff have continued to gain a better understanding of the Common Core Standards. Teachers used professional learning opportunities to revisit their classroom standards, pacing guides, as well as rewriting learning targets. Teachers also used these opportunities in order to have a renewed focus of daily differentiation within the classroom. They will also closely monitor student performance through the use of formative and summative assessments, and will use these results to guide learning. As this process continues the teachers will be able to condense their pacing guide to best serve the individualized needs of all students.

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 Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2016 as measured by K-Prep data and analysis.

Strategy1:

Tell Survey - Collaborate as a staff to strengthen Tell Survey results.

Category: Continuous Improvement

Research Cited:

Activity - Tell Survey Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning	08/01/2015	05/31/2016	$0 - No Funding Required	Principal, teachers

Activity - Working Conditions Goal (Tell Survey)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness.	Professional Learning	07/30/2015	05/31/2016	$500 - Other	Principal, Teachers

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

Goal 1:

The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 76.5 by 2019 as evidenced by the school report card.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2016 as measured by K-Prep results.

Strategy1:

Professional Development - Professional Development opportunities sought to raise proficiency levels.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2015 K-Prep test

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities identified to learn new/current effective strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2015	05/31/2016	$300 - District Funding	Teachers, Leadership Team, Principal

Strategy2:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2015	05/31/2016	$0 - No Funding Required	Certified Staff, Principal

Strategy3:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the current school year.

Category: Professional Learning & Support

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create/revise student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2015	05/31/2016	$150 - District Funding	School CIITS leader(s), Principal

Measurable Objective 2:

65% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the current school year.

Category: Professional Learning & Support

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create/revise student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2015	05/31/2016	$150 - District Funding	School CIITS leader(s), Principal

Strategy2:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2015	05/31/2016	$0 - No Funding Required	Certified Staff, Principal

Strategy3:

Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core

Standards and determine needed instructional improvements.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2014 K-Prep test

Activity - Literacy Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Literacy Team, Program Review Team, Teacher PLC's

Goal 2:

The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from

47% in 2014 to 73.5% in 2019 as measured by the school report card.

Measurable Objective 1:

59% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core

standards in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy1:

Reading Intervention - Star Reading data, K-Prep data, and classroom formative assessments will help target gap students for RTI Reading

instruction which includes strategies in decoding and comprehension.

Category: Professional Learning & Support

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Activity - ELA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2015	05/31/2016	$0 - No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2015	05/31/2016	$300 - District Funding	Literacy Team, Principal, Staff

Strategy2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Measurable Objective 2:

56% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2016 as measured by K-Prep results.

Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Strategy2:

Curriculum Alignment - Teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Category: Teacher PGES

Research Cited: K-prep data

Activity - Math/Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2015	05/31/2016	$500 - District Funding	Principal, Math Teachers, Special Education Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card.

Measurable Objective 1:

59% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy1:

Reading Intervention - Star Reading data, K-Prep data, and classroom formative assessments will help target gap students for RTI Reading instruction which includes strategies in decoding and comprehension.

Category: Professional Learning & Support

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Activity - ELA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2015	05/31/2016	$0 - No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2015	05/31/2016	$300 - District Funding	Literacy Team, Principal, Staff

Strategy2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Measurable Objective 2:

56% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2016 as measured by K-Prep results.

Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Math/Reading teachers, Leadership Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Strategy2:

Curriculum Alignment - Teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Category: Teacher PGES

Research Cited: K-prep data

Activity - Math/Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2015	05/31/2016	$500 - District Funding	Principal, Math Teachers, Special Education Teachers

Goal 2:

The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2016 as measured by K-Prep data and analysis.

Strategy1:

Parent Involvement - Principal and teachers will seek organizations/individuals to support student learning.

Category:

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support services/activities offered by the FRC	Community Engagement	08/01/2015	05/31/2016	$0 - FRYSC	FRYSC, Principal, Teachers

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Grandparent's breakfast, Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement	08/01/2015	05/31/2016	$500 - District Funding	All Certified Staff

Strategy2:

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Category:

Research Cited:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	District Staff, Principal, and Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:
The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 76.5 by 2019 as evidenced by the school report card.

Measurable Objective 1:
59% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2016 as measured by K-Prep results.

Strategy1:
Professional Development - Professional Development opportunities sought to raise proficiency levels.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2015 K-Prep test

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities identified to learn new/current effective strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2015	05/31/2016	$300 - District Funding	Teachers, Leadership Team, Principal

Measurable Objective 2:
65% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy1:
Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core Standards and determine needed instructional improvements.

Category: Professional Learning & Support

Research Cited: Lack of Proficient/Distinguished student scores on 2014 K-Prep test

Activity - Literacy Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Literacy Team, Program Review Team, Teacher PLC's

Goal 2:

The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card.

Measurable Objective 1:

59% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2016 as measured by K-Prep results.

Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Category: Continuous Improvement

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2015 K-Prep test

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2015	05/31/2016	$0 - No Funding Required	Reading/Math teachers, ESS teachers, Leadership team, principal

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2015	05/31/2016	$300 - District Funding	Math/Reading teachers, Leadership Team, Principal

Strategy2:

Reading Intervention - Star Reading data, K-Prep data, and classroom formative assessments will help target gap students for RTI Reading instruction which includes strategies in decoding and comprehension.

Category: Professional Learning & Support

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Activity - ELA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2015	05/31/2016	$0 - No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2015	05/31/2016	$300 - District Funding	Literacy Team, Principal, Staff

Goal 3:

The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2016 as measured by K-Prep data and analysis.

Strategy1:

Program Review Teams - collaborate with school and district staff to ensure proficiency in the Program Review areas

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning	08/01/2014	05/01/2015	$0 - No Funding Required	Principal, teachers, other program review team members

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	We are a 5/6 Center, which only consists of students in 5th and 6th grades. Preschool transition takes place at our district's two elementary schools.	

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		

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		

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		

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://ec56c.edmonson.k12.ky.us/	

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		

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Alan Talley, Principal

Miranda Brown, Counselor

Amanda Vincent, Teacher

Angie Hughes, Teacher

Marty Cassady, Parent

Chris Stewart, Parent

Relationship Building

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

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

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

Communications

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

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

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

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

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

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	**Response**	**Rating**
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 2.5

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

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

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

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

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

	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: 2.33

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

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

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

Reflection

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

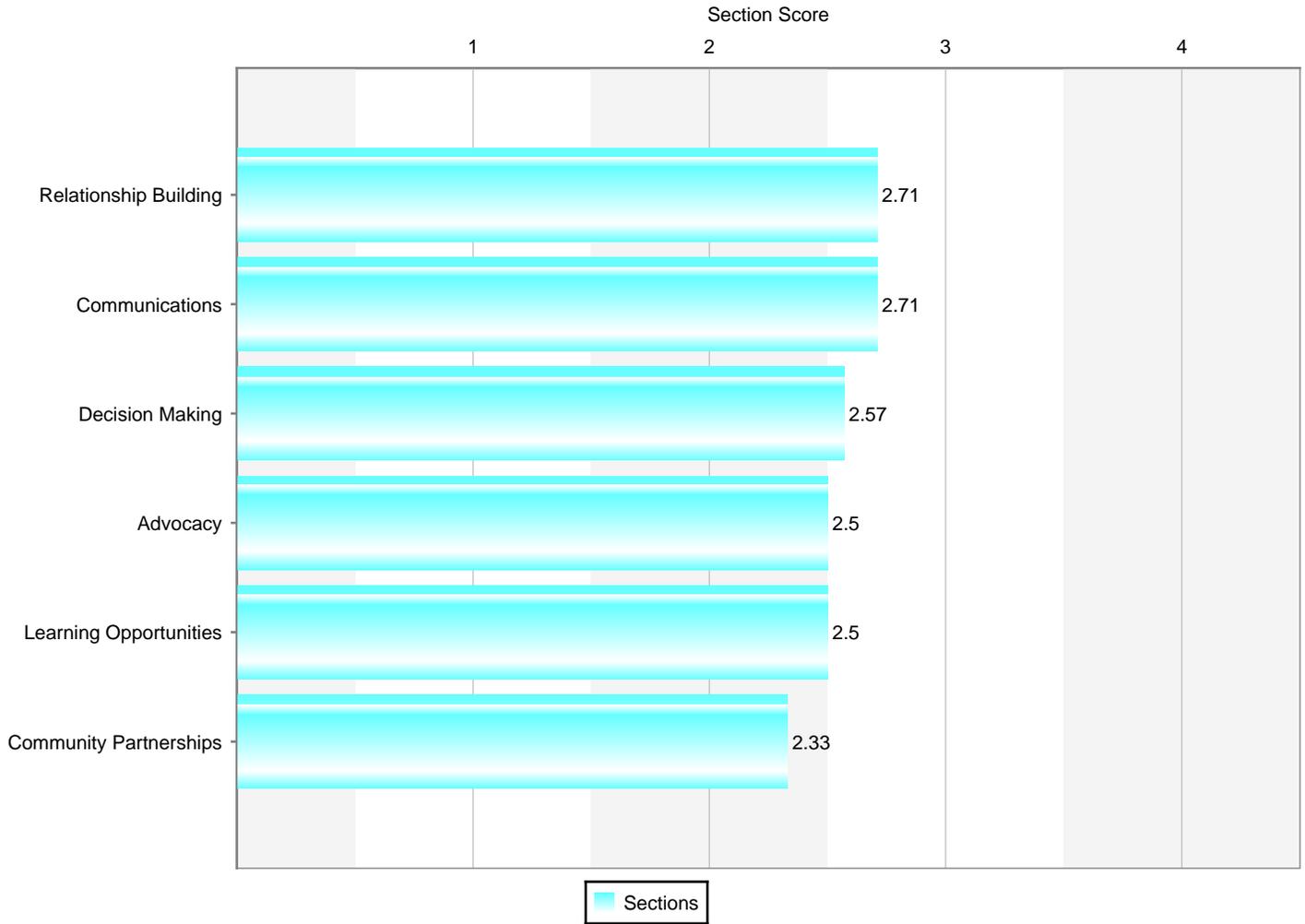Areas of strength were: Relationship building, Communications, and Advocacy

Staff will continue to reach out to parents, and communicate on a regular basis.

Areas of need are in Community Partnerships.

Principal actively seeking input from partners, will work closer with partners identified through the FRYSC program

Report Summary

Scores By Section

Section Score

Relationship Building	2.71
Communications	2.71
Decision Making	2.57
Advocacy	2.5
Learning Opportunities	2.5
Community Partnerships	2.33

Sections

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.

During Open House activities, parents encourage to actively participate in both SBDM and the PTO organization. Improvement plan is discussed during Fall SBDM meetings. Regular meetings are scheduled, but are often times rescheduled to fit schedules of parents. Meeting begin later in the evening, normally at 5 pm or 6 pm.

Teachers regularly consulted with about improvement strategies. Teachers have opportunities to voice concerns during one-on-one meetings, PLC's, and faculty meetings. A portion of our Data Disaggregation day was devoted to improvement planning.

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

Parent representatives included parent SBDM members as well as PTO president. Other parents were encouraged to take part as well. Responsibilities include providing a voice from a parent's perspective.

All 5/6 Center certified staff (18 total) were active members in the planning process as well. Each staff member reflected on the 14-15 plan, to then add new strategies or revisions to the plan.

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

The plan was first presented to the SBDM council. The plan will be uploaded to the school webpage for all stakeholders to access. The plan will be placed in the (electronic) teacher handbook for all certified staff.

The process in which stakeholders receive on-going information about the plan is through regular SBDM meetings, teacher meetings, and through PLC's.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	adopted on 9/5/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	adopted on 10/3/13	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	reviewed/revised on 10/1/15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	reviewed on 8/4/15	

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

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Local Fire Chief met with administration on 9/14/15	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 8/6/15 Lockdown - 8/12/15 Severe Weather - 8/7/15 Earthquake - 8/10/15	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

Barriers to equitable access to effective educators were identified.

1. Teacher turnover rates are too high among teachers that live outside of the school district.

2. There is no teacher formal mentoring program in the school/district.

3. There are no National Board Certified teachers in the school.

What sources of data were used to determine the barriers?

Data used included teacher turnover rates, TELL survey results, NBC records, and Kentucky School Report Cards.

What are the root causes of those identified barriers?

1. Edmonson County is a rural area located 30 miles north of Bowling Green. Most teachers in the district are from the district and call Edmonson County home. Those who teach at our school (but reside elsewhere) typically come here in an attempt to find a job and often time leaves the district when an opening closer to "home" opens up.

2. There is a need for more teacher mentoring. Once teachers get through KTIP, there is no district mentoring program.

3. National Board Certification is costly and there is a lack of education about the certification among teachers in the district.

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

School ratings were not reflected in the current school report card.

The district average for overall effectiveness of teachers and leaders is 96%. This is 3% higher than the state average.
The district average for growth rating among teachers and leaders is 96%. This is 1% higher than the state average.

Equitable Access Strategies

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

Each teaching team shall make recommendations to the principal on how their students should be assigned for the coming year by ranking each child based on ability and listing students who need to be separated due to personality conflicts or discipline problems.The classes will be divided as equally as possible having the same number of high, medium, low, and special education students as possible. The Edmonson County 5/6 Center does not take parent requests for student placement.

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

Placement data from such areas as Star, KPREP, behavior logs, and school-level assessments is used to help place students. Students' socioeconomic, minority, or disability data is not considered when placing students in classes.

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

The Edmonson County School District works closely with Western Kentucky University to help educate future teachers in hopes that those educators will seek employment within the district upon graduating. Administrators from the district participate in regional job fairs to help recruit highly qualified teachers to our district. Job postings are listed on the Kentucky Educator Placement Service. The district also uses Facebook, local newspapers, and word of mouth to notify the public of job openings.

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

The Edmonson County School District works closely with Western Kentucky University to help educate future teachers in hopes that those educators will seek employment within the district upon graduating. Administrators from the district participate in regional job fairs to help recruit highly qualified teachers to our district. Job postings are listed on the Kentucky Educator Placement Service. The district also uses Facebook, local newspapers, and word of mouth to notify the public of job openings.

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

The Edmonson County School District is very fortunate to have teachers in place who are intrinsically motivated to teach its students. For the

most part, the teachers that are employed by the district truly care about their students and the community and want to do their best for them. Most teachers in the district are from the area and feel obligated to build a strong educational foundation for their students.The district encourages schools to celebrate successes and ultimately build rapport among building staffs.

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

First year teachers participate in the Kentucky Teacher Internship Program. The district also hosts a New Teacher training at the beginning of each year to introduce district administrators and support staff, discuss various protocols, etc. Schools also use their PLC teams as mentoring devices for all teachers, regardless of the number of years taught. Teacher teams are dependent on one another and all parties involved have mutual trust and respect within the group to become more effective educators.

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

During individual conferencing with the teacher, principal discusses areas of need, and offer suggestions for improvement. Principals then follow up with walk-throughs and more conferencing as needed until improvement is seen. Specific suggestions are made as examples of instructional strategies to try (i.e.: special grouping in classroom, think pair share, student led discussion opportunities, etc.) Principals also find/provide professional training for teachers in areas where many of the faculty need to learn exactly what the Danielson Framework looks like in a classroom.

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

TELL survey results have been discussed with principals and building-level leadership teams. Overall, 85% of the district believes that TELL survey results are used as a tool for school improvement. The district looked at the data from 2013 and tried to make improvements based on that data. For example, in 2013, 61% of teachers felt like they had sufficient instructional time to meet the needs of all students. Since that time, schools have made a conscious effort to reconfigure master schedules so that teachers had longer, uninterrupted periods of instructional time. The result of that was an increase of 13% on that same question in 2015; 73% of teachers felt their instructional time was sufficient. The same could be said for teachers as decision makers in the school. In 2013, only 66% felt they had an appropriate level of influence on decision making in their schools. Due to the focus on PLCs and the fostering of mutual respect within those teams, in 2015, 72% of teachers felt that they had an appropriate level of influence on decision making. Additionally, in 2013, only 54% of teachers felt that there was sufficient resources for PD in their schools. Since that time, the district and schools have worked hard to offer more meaningful professional development opportunities at the school and district levels. GRREC has been utilized more heavily since 2013 to provide a wider array of PD opportunities. Due to this, in 2015, 71% of teachers feel there are sufficient resources available for PD, an increase of 17% in just two years. These are just a few examples of how TELL data has been used to guide decisions that ultimately help recruit, retain, and educate effective teachers.

Questions

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

Goal 1: All new teachers will participate in a mentoring program during their first year.

Measurable Objective 1:
collaborate to ensure new teachers have an overall score of "Accomplished" by 05/20/2016 as measured by PGES data

Strategy 1:
New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facts of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Activity - KTIP

First year teachers will participate in KTIP through Western Kentucky University.

Schools: All Schools

Academic Support Program, Behavioral Support Program, Recruitment and Retention, Professional Learning

08/05/2015 05/20/2016

$0 No Funding Required

Principal, Resource Teacher, University Supervisor

Activity - New Teacher Academy

All new teachers will participate in a mentoring program during their first year.

New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.

Schools: All Schools

Academic Support Program, Behavioral Support Program, Recruitment and Retention, Professional Learning, Career Preparation/
Orientation

01/04/2016 05/20/2016

$0 No Funding Required

New Teachers, Instructional Supervisor

Goal 2: Provide meaningful professional learning for all teachers.

Measurable Objective 1:

collaborate to provide meaningful professional learning by 05/20/2016 as measured by Val-Ed Survey Results

Strategy 1:

Professional Development - Each school will provide 24 hours of PD to each certified staff members throughout the year. Each school will develop a professional development plan that is aligned to their CSIP to guide the professional learning that will take place throughout the year.

Category: Professional Learning & Support

Activity - Professional Learning Needs Assessment

Schools will conduct a professional learning needs assessment to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness.

Schools: All schools

Professional Learning

No Funding Required

Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Teacher Training from GRREC

Schools will utilize Green River Regional Cooperative to provide training to teachers.

Schools: All Schools

Professional Learning

No Funding Required

Principal, Counselor, Curriculum Coordinator, Teachers