



KDE Comprehensive School Improvement Plan

Southern Elementary School
Pendleton 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?

Southern Elementary serves approximately 615 students from Pre-school through 5th grade. It is located in a rural area with very few employment opportunities. The school's free/reduced lunch rate is 73%. Southern Elementary is a Title One school with 14% of our student population receiving special education services and approximately 3% of our students identified as gifted and/or talented.

The minority population is about 5%. Over the past couple of years, we are seeing fewer students entering school "kindergarten ready."

We have a certified staff of 42 that includes full time teachers in Art, Music, Physical Education and Special Education and a part-time Media Specialist. It also includes a School Social Worker, Professional School Counselor, and Assistant Principal. Our support staff of 22 includes a school nurse, preschool, kindergarten and special education assistants and Title One assistants. Southern employs 1 full time Speech/Language Pathologist and 1 full time Speech/Language Pathologist Assistant. The school system is one of the largest employers in the community and many of the school's staff members are residents in the community. Our staff is 100% highly qualified and we have 5 Nationally Board Certified Teachers.

School's Purpose

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

The mission of Southern Elementary is to provide a safe, child-centered learning environment where every student is challenged and motivated. Southern will meet the unique needs of its students by creating a culture of expectation, engagement and continuous growth so every student is prepared for the 21st century. Students are provided with daily opportunities to experience the arts and communicate their thoughts and ideas through speaking, writing and technology.

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.

Notable Achievements:

Spelling Bee: K. Kaiser won the school spelling bee and the district spelling bee. C. Perry came in second in the school spelling bee

Science Fair: Earth Category for Primary Grades - A. Browning -1st place; R. Jeans - 2nd place Life Category for Primary Grades - L. Stephens - 1st place; C. Turner - 2nd place; A. Ramirez - 3rd place Physical Category for Primary Grades - E. Aulick - 1st place; L. Cooper - 2nd place; B. Wolfe - 3rd place Earth Category for Intermediate Grades - M. Miles - 1st place; E. Sullivan - 2nd place; M. Duvall - 3rd place Life Category for Intermediate Grades - B. Ellis - 1st grade; D. Fletcher - 2nd place; A. Daugherty - 3rd place Physical Category for Primary Grades - M. Wyatt - 1st place; K. Pugh - 2nd grade; T. Tucker and D. Aulick - 3rd place

Conservation Art (poster) School Winners: K-3 - J. Acuff -1st place; L. Gibson - 2nd place; S. Zumwalt - 3rd place Grades 4-5 - K. Higgins - 1st place; J. Potter - 2nd place; J. Clifford - 3rd place

Conservation Art (poster) County Winners: K. Higgins-3rd place

Conservation Writing Contest School Winners: K-3 - C. Thompson - 1st place; E. Gillespie - 2nd place; J. Cooper - 3rd place Grades 4-5 R. Best - 1st place; E. Ramey - 2nd place; S. May - 3rd place

Conservation Scholarship to Camp Webb awarded to S. Smith and J. Potter for their writing essay

Academic Team - District Winners: Mathematics Assessment - D. Hurst - 1st place; Social Studies Assessment - R. Best - 3rd place; Language Arts Assessment - C. Reid - 2nd place; A. Daugherty - 4th place; C. Rogers - 5th place Arts and Humanities Assessment - E. Bertram - 2nd place; B. Ellis - 4th place Composition - R. Best - 1st place, E. Bertram-2nd place Future Problem Solving - Southern Elementary - 2nd place Quick Recall - Southern Elementary - 3rd place Hume Sportsmanship Award - Southern Elementary Regional Winners: Arts and Humanities Assessment - E. Bertram 5th place Future Problem Solving - Southern Elementary - 2nd place

Kentucky Art Education Association (KyAEA) State Student Exhibition:

4th-6th Grade Category:

L. Clayton, 1st Place 2-D Media

S. May, 3rd Place 2-D Media

K. Soto, 1st Place 3-D Media

K-3rd Grade Category:

E. Best, 1st Place 2-D Media

S. Zumwalt, 1st Place 3-D Media

Southern continues to strive for excellence. We provide an overall elementary school experience for all students. In addition to our academic program, SES provides a variety of after school clubs and activities including: Art Club, National Elementary Honor Society, STLP, Academic SY 2014-2015

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Team, and Chorus. We are very pleased with the growth we see in our students each year. Over the next three years we will be focusing on improving our overall math, reading and writing instruction in order to become a "proficient" school.

Additional Information

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

Southern Elementary has worked hard to build and strengthen the RtI process in order to provide students with the interventions needed to succeed. Teachers participate in meaningful professional development which will directly impact our students. They are also using data more intentionally to better their instruction. Southern has spent the past couple of years implementing more positive behavioral and procedural strategies in all areas of the building. We are a PBIS school and have achieved tier 2 status within that program. High expectations and accountability for all stakeholders is also evident throughout the building.

Over the next three years, Southern will continue to strive to meet the diverse needs of its student population. Results from K-Prep, MAP and Common Unit assessments will show that the number of students scoring in the novice category has decreased while the number of proficient and distinguished students has increased. Parents, students and staff will have more positive attitudes about the changes taking place at Southern Elementary.

2014-2015 Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for elementary students from 38.7 in 2014 to 70.6 in 2017.	Objectives: 1 Strategies: 6 Activities: 17	Organizational	\$18100
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2014 to 66.7% in 2017.	Objectives: 1 Strategies: 7 Activities: 15	Organizational	\$29740
3	Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the average combined reading and math K-Prep scores for elementary students from 38.7 in 2014 to 70.6 in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Southern Elementary from 38.7 to 58.8

by 05/22/2015 as measured by K-Prep.

Strategy 1:

Reading Street Series Alignment - Teachers will revise Scott Foresman reading series assessments so they are congruent with the Common Core ELA standards in order to improve student achievement.

Category: Continuous Improvement

Activity - Create ELA Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise or create formative and summative assessments as needed to assess the Common Core ELA Standards.	Academic Support Program	08/18/2014	05/30/2016	\$0	No Funding Required	Teachers and Instructional Coach

Strategy 2:

Questioning - Teachers and students will ask and answer higher level questions in order to allow students to have a deeper understanding of content.

Category: Continuous Improvement

Activity - Pre-plan higher order questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and include in their unit plans 2 higher order questions for each subject area on a daily basis to prompt student discussion.	Academic Support Program	10/25/2012	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coach and School Administrators

Activity - Student Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to generate higher level questions (using questioning cards, apps, posters, etc.) in order to deepen understanding of content.	Direct Instruction	08/18/2014	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, and School Administrators

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Strategy 3:

Writing - Students will be provided with increased opportunities for writing (Writing to Learn, Writing to Demonstrate Learning, On-Demand, Short Answer and Authentic Writing).

Category: Continuous Improvement

Activity - School-wide Writing Plan and Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will monitor the plan and policy through the Writing Program Review, lesson plans, student work and classroom observations.	Policy and Process	01/02/2012	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, and School Administrators
Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development focused on the use of consistent school-wide strategies for extended response, on-demand and authentic writing activities. Teachers will also be provided with opportunities to learn from others through modeling, videos, visits, PLC meetings, and reading materials.	Professional Learning	10/03/2011	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, and School Administrators
Activity - Benchmark Writing Workshop Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students, on a regular basis, a workshop approach to writing.	Academic Support Program	08/19/2013	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach and School Administrators
Activity - Analysis of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use rubrics to analyze the Common Unit Assessments' short answer responses and students answers to the extended response questions as well as student work samples in order to guide writing instruction.	Academic Support Program	08/19/2013	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, School Administrators
Activity - Student Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Writing samples of proficient or distinguished writing will be displayed outside all K-5 classrooms.	Academic Support Program	08/18/2014	05/30/2016	\$0	No Funding Required	Teachers, Instructional Assistants and School Administrators
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Activity - School-wide Strategy for Extended Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the RACE (reading) and CUBES (math) strategies to answer written responses.	Direct Instruction	08/18/2014	05/30/2016	\$0	No Funding Required	Teachers and Instructional Coach

Strategy 4:

Learning Environment - The school community will create a learning environment conducive to the individual needs of students.

Category:

Activity - MAP Data and RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction (individual, small group, and whole group) on specific skills identified on MAP and classroom assessments as areas in need of growth and enrichment.	Academic Support Program	08/19/2013	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, and School Administrators

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students to set individual and classroom goals throughout the school year. Progress towards goals will be kept in data binders. Goals could be academic or behavioral in nature. Data that can be used to help with the development of these goals include (but are not limited to): MAP assessment, Common Unit Assessment, formative assessment, student self-reflection, and observations.	Academic Support Program	08/20/2012	05/30/2016	\$0	No Funding Required	Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 Positive Behavioral Interventions and Support includes: common approach to discipline, positively stated expectations for all students and staff, process for teaching these expectations, rewards/acknowledgement system, procedures for monitoring and evaluating the effectiveness of the system. Tier 2 interventions will be implemented for students at risk for both behavioral and educational concerns.	Behavioral Support Program	08/20/2012	05/30/2016	\$500	Other	PBIS Teams Tier 1 and 2, teachers, administrators, and staff

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Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work to meet their weekly goal for recommended number of minutes on the Lexia program. Students will receive remedial instruction in identified areas of need.	Academic Support Program	03/31/2014	05/30/2016	\$14100	District Funding	Teachers and support personnel
Activity - Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 4th and 5th grade are provided with opportunities to participate in enrichment opportunities such as chorus, technology, sports, dance, art, Lego building, self-esteem, Cup stacking, etc.	Other	09/02/2014	05/29/2015	\$2500	Other	Teachers, School Social Worker, Professional School Counselor, Special Area Teachers, Computer Lab Specialist
Activity - Engaging Students with Poverty in Mind	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use PLC meetings to discuss and reflect on strategies/activities implemented from the book.	Professional Learning	09/02/2014	05/29/2015	\$1000	Other	Classroom teachers, school administrators, and Instructional Coach

Strategy 5:

Envision Math Revisions - Teachers will revise Envision Math formative and summative assessments to ensure they are congruent to the Common Core Math Standards.

Category: Continuous Improvement

Activity - Create Math Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with their grade level teams to revise or create math assessments from Envision Math to ensure they are assessing the Common Core Math Standards.	Academic Support Program	11/23/2013	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach and School Administrators

Strategy 6:

Everyday Counts Calendar - Teachers will use Everyday Counts Calendar Math program to review and reinforce Common Core Math Standards.

Category: Continuous Improvement

Activity - Daily Instruction using Everyday Counts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with daily practice in a variety of math concepts .	Academic Support Program	08/19/2013	05/30/2016	\$0	No Funding Required	Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2014 to 66.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9 to 53.3 by 05/22/2015 as measured by K-Prep.

Strategy 1:

Rtl - Identified students will receive reading and/or math instruction based on their specific areas of need in order to improve their overall academic performance.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review K-Prep, MAP, Common Unit Assessments, Brigance, Lexia, Front Row Math and other assessment information in order to make decisions about identified students' areas of need.	Other	08/19/2013	05/30/2016	\$14100	District Funding	Reading Specialist, Math Specialist, Teachers, Instructional Coach, School Administrators, and Special Education Teachers

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction (individual, small group, whole group) through teacher collaboration on specific skills identified on MAP and classroom assessments as areas of need.	Academic Support Program	10/07/2013	05/30/2016	\$0	No Funding Required	Teachers, Instructional Coach, and Math and Reading Specialists,

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Activity - One to One Reading Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select students to participate in the One to One Reading Mentoring Program.	Academic Support Program	08/19/2013	05/30/2016	\$0	No Funding Required	Assistant Principal, Teachers and Volunteer Mentors

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Part-time interventionists will work with identified students in order to improve their reading and math skills.	Academic Support Program	10/27/2014	04/30/2015	\$0	District Funding	School Administrators and Teachers

Strategy 2:

Building Reading and Math Stamina - Students will engage with lengthier texts or multi-step problems.

Category:

Activity - Resources/Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create/revise and implement units that include a variety of math and reading resources which vary in complexity and length in order to strengthen students' reading and math stamina.	Academic Support Program	11/05/2012	05/30/2016	\$0	No Funding Required	Teachers and Instructional Coach

Strategy 3:

ESS - ESS teacher(s) will use research-based practices and programs to provide direct instruction in reading and math based on identified student needs.

Category:

Research Cited: Do the Math, Triumphs, Voyager

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS teacher(s) will work with identified students individually or in a small group setting, to improve their basic math and reading skills.	Direct Instruction	10/14/2013	05/30/2016	\$10000	State Funds	ESS Teacher(s), Teachers and School Administrators

Strategy 4:

Fluency - Teachers will provide students with fluency practice in both reading and math.

Category:

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Activity - Math Fluency Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate math strategies learned from the NKCES math consultant.	Professional Learning	08/08/2013	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coach and School Administrators

Strategy 5:

Parent Involvement - SES will provide a variety of opportunities for parents to be involved in their child's success in math and reading.

Category:

Activity - Family Math and Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given opportunities to attend Family Math and Reading Nights to learn strategies to help their child in math and reading at home.	Parent Involvement	11/12/2013	05/30/2016	\$1500	Title I Part A	Parent Involvement Committee, School Administrators, PTO and Teachers

Activity - Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with opportunities to attend Born Learning sessions. The purpose is to inform/educate parents on various ways they can prepare their children for academic success from the time they are born.	Parent Involvement	09/02/2014	05/29/2015	\$0	Grant Funds	SFRYSC Coordinator and 2 Teachers

Activity - Title One and Student Success Skills Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend a meeting to learn about our school being a school-wide Title One school and they will also be invited to attend an informational meeting regarding our Student Success Skills program.	Parent Involvement	08/18/2014	05/30/2016	\$0	No Funding Required	Professional School Counselor, Title One teachers, and School Administrators

Strategy 6:

Ready For Success - Staff members will use empiracally supported classroom guidance lessons of self-management and confidence building to improve student learning.

Category:

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Activity - Ready For Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counselor, School Social Worker and teachers will implement the Ready for Success (SSS) program with all students.	Behavioral Support Program	01/06/2014	05/30/2016	\$340	Grant Funds	Professional School Counselor, School Social Worker and Teachers

Activity - Student Success Skills Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in S.S.S. tier 2 small group intervention.	Behavioral Support Program	10/13/2014	05/30/2016	\$0	No Funding Required	Professional School Counselor

Activity - Monthly Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker and Professional School Counselor will provide monthly guidance lessons to students K-5. Topics will include: bullying, college and career readiness, tattling, developing friendships, and problem-solving.	Behavioral Support Program	08/18/2014	05/30/2016	\$0	No Funding Required	Professional School Counselor and School Social Worker

Strategy 7:

Engagement - Students will have the opportunity to participate in engaging activities.

Category: Continuous Improvement

Activity - Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 4th and 5th grade will have daily opportunities to participate in enrichments classes (i.e. dance, art, sports, technology, Boys' Club, Girls' Club, Lego building, cup stacking, etc.) or receive extra assistance from their teacher in reading and math in a small group setting. Students in the Boys' Club will receive the "Why Try?" curriculum and those in the Girls' Club program will receive lessons on self-confidence, self esteem, and dealing with emotions.	Other	09/02/2014	05/29/2015	\$3000	Other	Classroom Teachers, Administrators, Professional School Counselor, School Social Worker, Computer Lab Manager and Special Area Teachers

Activity - Engaging Students with Poverty in Mind	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will utilize engagement strategies found in Engaging Students With Poverty in Mind	Professional Learning	08/18/2014	05/29/2015	\$800	Other	Classroom teachers and school administrators
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Goal 3: Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 09/30/2014 as measured by the training and guidance provided.

Strategy 1:

Instruction on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Plan

Category: Teacher PGES

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	06/04/2014	09/30/2014	\$0	No Funding Required	Principals and Central Office Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning	ESS teacher(s) will work with identified students individually or in a small group setting, to improve their basic math and reading skills.	Direct Instruction	10/14/2013	05/30/2016	\$10000	ESS Teacher(s), Teachers and School Administrators
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Guidance	School Social Worker and Professional School Counselor will provide monthly guidance lessons to students K-5. Topics will include: bullying, college and career readiness, tattling, developing friendships, and problem-solving.	Behavioral Support Program	08/18/2014	05/30/2016	\$0	Professional School Counselor and School Social Worker
Create Math Formative and Summative Assessments	Teachers will work with their grade level teams to revise or create math assessments from Envision Math to ensure they are assessing the Common Core Math Standards.	Academic Support Program	11/23/2013	05/30/2016	\$0	Teachers, Instructional Coach and School Administrators
Student Evidence	Writing samples of proficient or distinguished writing will be displayed outside all K-5 classrooms.	Academic Support Program	08/18/2014	05/30/2016	\$0	Teachers, Instructional Assistants and School Administrators
Benchmark Writing Workshop Program	Teachers will provide students, on a regular basis, a workshop approach to writing.	Academic Support Program	08/19/2013	05/30/2016	\$0	Teachers, Instructional Coach and School Administrators

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Resources/Activities	Teachers will create/revise and implement units that include a variety of math and reading resources which vary in complexity and length in order to strengthen students' reading and math stamina.	Academic Support Program	11/05/2012	05/30/2016	\$0	Teachers and Instructional Coach
School-wide Strategy for Extended Response	Students will use the RACE (reading) and CUBES (math) strategies to answer written responses.	Direct Instruction	08/18/2014	05/30/2016	\$0	Teachers and Instructional Coach
Goal Setting	Teachers will work with students to set individual and classroom goals throughout the school year. Progress towards goals will be kept in data binders. Goals could be academic or behavioral in nature. Data that can be used to help with the development of these goals include (but are not limited to): MAP assessment, Common Unit Assessment, formative assessment, student self-reflection, and observations.	Academic Support Program	08/20/2012	05/30/2016	\$0	Teachers
RIT Band Instruction	Students will receive instruction (individual, small group, whole group) through teacher collaboration on specific skills identified on MAP and classroom assessments as areas of need.	Academic Support Program	10/07/2013	05/30/2016	\$0	Teachers, Instructional Coach, and Math and Reading Specialists,
Math Fluency Training	Teachers will incorporate math strategies learned from the NKCES math consultant.	Professional Learning	08/08/2013	05/29/2015	\$0	Teachers, Instructional Coach and School Administrators
School-wide Writing Plan and Policy	School leaders will monitor the plan and policy through the Writing Program Review, lesson plans, student work and classroom observations.	Policy and Process	01/02/2012	05/30/2016	\$0	Teachers, Instructional Coach, and School Administrators
MAP Data and RIT Band Instruction	Teachers will provide instruction (individual, small group, and whole group) on specific skills identified on MAP and classroom assessments as areas in need of growth and enrichment.	Academic Support Program	08/19/2013	05/30/2016	\$0	Teachers, Instructional Coach, and School Administrators
Create ELA Formative and Summative Assessments	Teachers will revise or create formative and summative assessments as needed to assess the Common Core ELA Standards.	Academic Support Program	08/18/2014	05/30/2016	\$0	Teachers and Instructional Coach
One to One Reading Mentoring Program	Teachers will select students to participate in the One to One Reading Mentoring Program.	Academic Support Program	08/19/2013	05/30/2016	\$0	Assistant Principal, Teachers and Volunteer Mentors

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Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	06/04/2014	09/30/2014	\$0	Principals and Central Office Staff
Pre-plan higher order questions	Teachers will develop and include in their unit plans 2 higher order questions for each subject area on a daily basis to prompt student discussion.	Academic Support Program	10/25/2012	05/29/2015	\$0	Teachers, Instructional Coach and School Administrators
Analysis of Writing	Teachers will use rubrics to analyze the Common Unit Assessments' short answer responses and students answers to the extended response questions as well as student work samples in order to guide writing instruction.	Academic Support Program	08/19/2013	05/30/2016	\$0	Teachers, Instructional Coach, School Administrators
Student Questioning	Students will learn to generate higher level questions (using questioning cards, apps, posters, etc.) in order to deepen understanding of content.	Direct Instruction	08/18/2014	05/30/2016	\$0	Teachers, Instructional Coach, and School Administrators
Student Success Skills Tier 2 Intervention	Identified students will participate in S.S.S. tier 2 small group intervention.	Behavioral Support Program	10/13/2014	05/30/2016	\$0	Professional School Counselor
Writing Professional Development	Teachers will participate in professional development focused on the use of consistent school-wide strategies for extended response, on-demand and authentic writing activities. Teachers will also be provided with opportunities to learn from others through modeling, videos, visits, PLC meetings, and reading materials.	Professional Learning	10/03/2011	05/30/2016	\$0	Teachers, Instructional Coach, and School Administrators
Daily Instruction using Everyday Counts	Teachers will provide students with daily practice in a variety of math concepts .	Academic Support Program	08/19/2013	05/30/2016	\$0	Teachers
Title One and Student Success Skills Meetings	Parents are invited to attend a meeting to learn about our school being a school-wide Title One school and they will also be invited to attend an informational meeting regarding our Student Success Skills program.	Parent Involvement	08/18/2014	05/30/2016	\$0	Professional School Counselor, Title One teachers, and School Administrators
Total					\$0	

Grant Funds

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

Southern Elementary School

Ready For Success	Professional School Counselor, School Social Worker and teachers will implement the Ready for Success (SSS) program with all students.	Behavioral Support Program	01/06/2014	05/30/2016	\$340	Professional School Counselor, School Social Worker and Teachers
Born Learning	Parents will be provided with opportunities to attend Born Learning sessions. The purpose is to inform/educate parents on various ways they can prepare their children for academic success from the time they are born.	Parent Involvement	09/02/2014	05/29/2015	\$0	SFRYSC Coordinator and 2 Teachers
					Total	\$340

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichments	Students in 4th and 5th grade are provided with opportunities to participate in enrichment opportunities such as chorus, technology, sports, dance, art, Lego building, self-esteem, Cup stacking, etc.	Other	09/02/2014	05/29/2015	\$2500	Teachers, School Social Worker, Professional School Counselor, Special Area Teachers, Computer Lab Specialist
PBIS	Tier 1 Positive Behavioral Interventions and Support includes: common approach to discipline, positively stated expectations for all students and staff, process for teaching these expectations, rewards/acknowledgement system, procedures for monitoring and evaluating the effectiveness of the system. Tier 2 interventions will be implemented for students at risk for both behavioral and educational concerns.	Behavioral Support Program	08/20/2012	05/30/2016	\$500	PBIS Teams Tier 1 and 2, teachers, administrators, and staff
Engaging Students with Poverty in Mind	Teachers and administrators will use PLC meetings to discuss and reflect on strategies/activities implemented from the book.	Professional Learning	09/02/2014	05/29/2015	\$1000	Classroom teachers, school administrators, and Instructional Coach

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Southern Elementary School

Enrichments	Students in 4th and 5th grade will have daily opportunities to participate in enrichment classes (i.e. dance, art, sports, technology, Boys' Club, Girls' Club, Lego building, cup stacking, etc.) or receive extra assistance from their teacher in reading and math in a small group setting. Students in the Boys' Club will receive the "Why Try?" curriculum and those in the Girls' Club program will receive lessons on self-confidence, self esteem, and dealing with emotions.	Other	09/02/2014	05/29/2015	\$3000	Classroom Teachers, Administrators, Professional School Counselor, School Social Worker, Computer Lab Manager and Special Area Teachers
Engaging Students with Poverty in Mind	Classroom teachers will utilize engagement strategies found in Engaging Students With Poverty in Mind	Professional Learning	08/18/2014	05/29/2015	\$800	Classroom teachers and school administrators
Total					\$7800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math and Reading Nights	Parents will be given opportunities to attend Family Math and Reading Nights to learn strategies to help their child in math and reading at home.	Parent Involvement	11/12/2013	05/30/2016	\$1500	Parent Involvement Committee, School Administrators, PTO and Teachers
Total					\$1500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventionists	Part-time interventionists will work with identified students in order to improve their reading and math skills.	Academic Support Program	10/27/2014	04/30/2015	\$0	School Administrators and Teachers

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Data Analysis	Teachers will review K-Prep, MAP, Common Unit Assessments, Brigance, Lexia, Front Row Math and other assessment information in order to make decisions about identified students' areas of need.	Other	08/19/2013	05/30/2016	\$14100	Reading Specialist, Math Specialist, Teachers, Instructional Coach, School Administrator s, and Special Education Teachers
Lexia	Students will work to meet their weekly goal for recommended number of minutes on the Lexia program. Students will receive remedial instruction in identified areas of need.	Academic Support Program	03/31/2014	05/30/2016	\$14100	Teachers and support personnel
Total					\$28200	

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?

1. In what key areas do we need to provide on-going support and resources?
2. What gap groups do we need to focus on in order to make continued progress?
3. What resources/support do teachers need to build internal capacity to meet students' needs?

The data tells us that Southern Elementary needs to strengthen their overall reading and math programs. The recent purchase of school wide reading and math programs will provide resources our teachers need. Training on instructional strategies for math and more time spent on understanding the standards will also make an impact on student achievement. There needs to be more focus on engaging students in discussions and activities which require them to think critically.

We also need to focus on improving our instruction for the students in our special education population. Special education teachers are utilizing Lexia with their students. Our free/reduced lunch population continues to be an area where we see a gap. With our percentage of students falling into the F/R lunch category being so high, it is difficult to target that population. Therefore, we are making every attempt to strengthen our intervention programs and also our core instruction.

Time during PLC meetings is being spent discussing instructional strategies and student performance.

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?

Science is an are where we have the largest percent of students scoring Proficient or Distinguished.

Growth in both reading and math but the most growth was shown in the area of math.

CASL Model is effectively used in majority of classrooms

MAP Data utilized to guide instruction and monitor student growth

Continuous monitoring (i.e. walkthroughs, PLCS & teacher evaluation)

Rtl process is refined to meet student needs

PBIS implemented to create positive culture

Job-embedded Professional Learning for teachers

Steps to sustain strengths:

We will continue to monitor activities and strategies through walk-throughs by administrators and PLC meetings. Goals for classroom performance have been clearly articulated and resources continue to be provided as needs arise(within the limitations of our budget).

Instructional coach is also utilized to support teacher growth and student achievement.

On-going needs assessment of the budget is conducted to effectively maximize resources.

We will continue to identify students whose scores on MAP are within a 5 point range of moving to the "apprentice" and "proficient" performance level.

Opportunities for Improvement

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

Areas in Need of Improvement:

Reading Instruction

Math Instructional strategies

Writing in all subject areas

Continue to deepen understanding of current math standards

Continue to use data to guide instruction

Rtl refinement

Continue to refine PBIS based on data

Need for effective questioning

Rigorous Lessons

Differentiation for all students

Next steps:

We will continue to monitor activities and strategies through daily walk-throughs by administrators, and PLC meetings. Goals for classroom performance have been clearly articulated and resources continue to be provided as needs arise (within the limitations of our budget).

Instructional coach is also utilized to support teacher growth and student achievement. On-going needs assessment of the budget is conducted to effectively maximize resources .

NKCES math consultant will continue to provide support to our teachers through PLC meetings and PD sessions.

Conclusion

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

Southern Leadership will continue implementing and monitoring the goals, strategies and activities for student achievement as documented in the current CSIP. As part of this process, the school will complete an Implementation and Impact check to monitor progress. Leadership will make needed adjustments to ensure the success of Southern Elementary students.

We will also go through the process of revising our current CSIP based on data analysis from Unbridled Learning, MAP assessment, Brigance, CUA's, etc.

The Missing Piece

Introduction

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

Stakeholders

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

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

Laura Pugh - Principal

Elizabeth Tackett - Professional School Counselor

Sherry Wirth - School Social Worker

Lisa Aulick - Preschool Teacher/SBDM Teacher Representative

Lenny Brown - SBDM Parent Representative

Ted Tillett - SBDM Parent Representative

Deborah Fields - Primary Teacher/SBDM Teacher Representative

Donna Pollard - Special Education Teacher/SBDM Teacher Representative

Kelly Staten - South Family Resource Youth Service Center Coordinator

Jodi Ramey - South Family Resource Youth Service Center Family Advocate

Sandra Lafollette - Read To Achieve Grant Teacher

Lori Kelley - Art Teacher

Jennifer Gosney - Primary Teacher

Chris Robles - Intermediate Teacher

Relationship Building

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	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.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

KDE Comprehensive School Improvement Plan

Southern Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

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

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Southern Elementary School

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

Advocacy

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

Overall Rating: 2.33

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

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

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

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Southern Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

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

Overall Rating: 3.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

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

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

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

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

Reflection

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

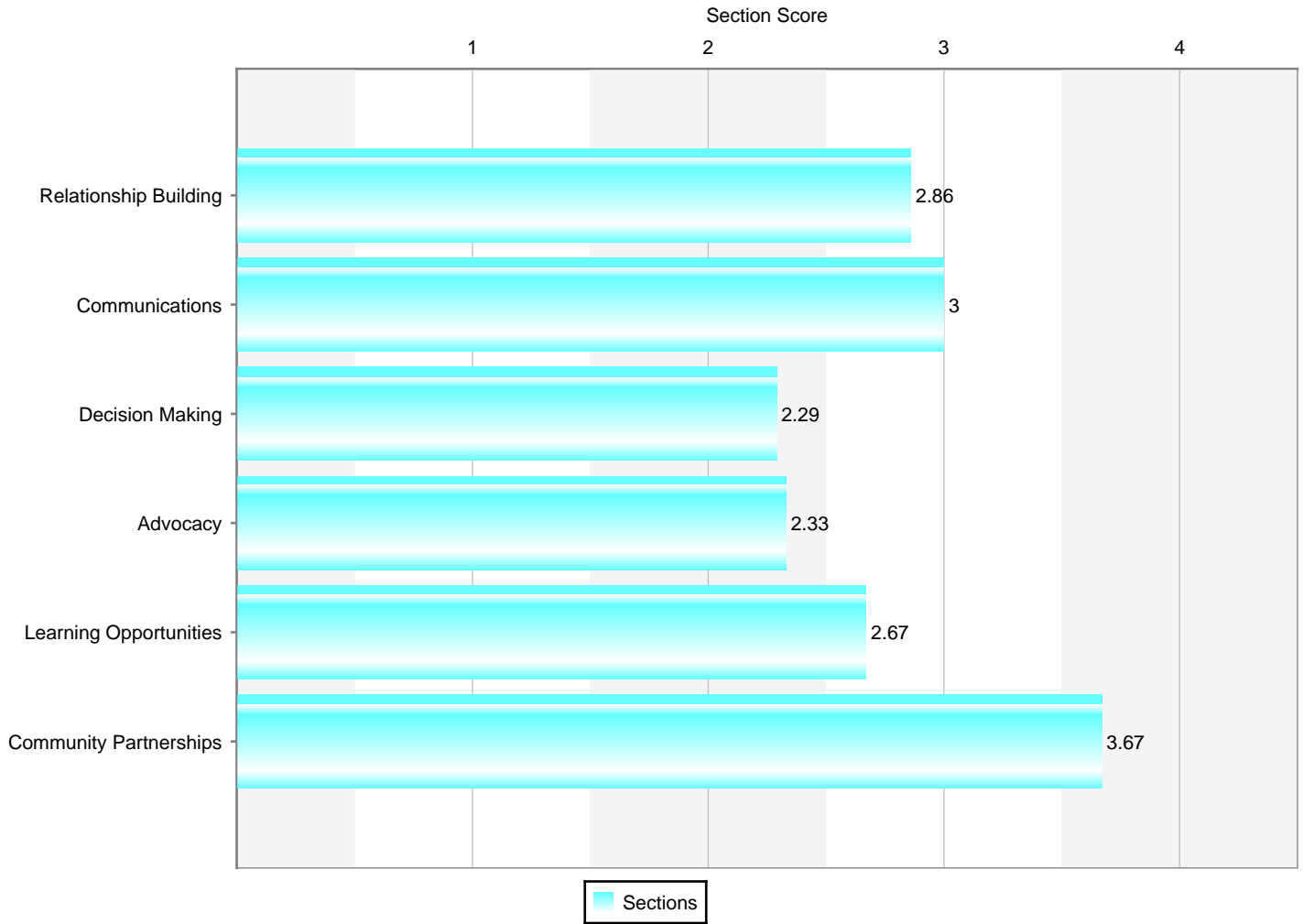
Reflect upon your responses to each of the Missing Piece objectives.

Our strengths are in acquiring resources to reduce barriers to students learning as well as developing community partnerships. Areas in need of improvement would be in the area of involving parents in the decision making process and school improvement efforts.

We will continue to look for funding that will provide resources for students and work closely with our FRYSC to identify specific needs. We will be more intentional in providing surveys, increasing parent participation, and utilizing data for school improvement purposes.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All certified staff members were notified, one month in advance, that there would be meeting after school to revise our school improvement plan. Classified were invited to attend but not required. The 3 SBDM teacher representatives were each put in charge of one component and all certified staff members were assigned a group. Assignments to groups were made based on the staff members' current roles within our building. We tried to ensure that each group had a representative from all "groups" (primary, intermediate, Title One, special education, etc.).

Once members joined their teams, the group decided how they would accomplish the task. In most cases, the team met as a whole group for a few minutes to discuss new strategies to include and then assigned jobs for members of the group. Revisions were given back to the principal and changes were entered. The draft was shared with all members of the SBDM council for feedback.

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

All certified staff members, the Family Resource Youth Service Center Director and Family Advocate, and the members of the SBDM Council all participated in the development of the improvement plan. Staff members and the FRYSC director and Family Advocate all answered questions and discussed what items should be included, deleted or revised. The parent representatives reviewed the draft of the new improvement plan and were able to provide feedback before approving the school improvement 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.

Once the final plan is approved, it is posted on our school website for all stakeholders to view. There will be implementation and impact checks throughout the school year where progress on the components of the plan will be discussed during regular scheduled SBDM meetings.

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		

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

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

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

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

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

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

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

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

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

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

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

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Southern Elementary School

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Southern Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.pendleton.kyschools.us/School_Links.aspx?schoolid=4	

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

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

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

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

KDE Comprehensive School Improvement Plan

Southern Elementary School

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

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

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

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

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