KDE Comprehensive School

Improvement Plan

Paint Lick Elementary School

Garrard County

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TABLE OF CONTENTS

Phase II - KDE Compliance and Accountability - Schools

Phase II - KDE Assurances - Schools

Phase I - The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

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?

Paint Lick Elementary School is located in Central Kentucky, at 6798 Richmond Road on Highway 52, in Garrard County. The school's mission is to "Prepare ALL students to become productive members of a changing society." The school's motto is "Caring, Guiding, Educating." The school serves preschool, Kindergarten through fifth grade. The school has 348 students. Kindergarten is an all day, five days a week program. The school is an important part of the supportive community. There is a sense of pride among the community members for the school's caring, supportive culture and academic successes.

The faculty and staff work to establish and maintain a professional yet family-life atmosphere for our students. By establishing strong ties and relationships with our students, we believe we are more able to guide our students academically, emotionally, and socially. The school is committed to providing a strong academic program for each students. Our dedicated teachers strive to address the needs and concerns of all students. One of our top priorities is to assist students in developing skills to be life-long learners.

Paint Lick Elementary School is a Proficient/Progressing school based upon 2015 KPREP results. The school has also been recognized as a National Blue Ribbon School. The school has an excellent Volunteer Program and a supportive PTO. The school is a school-wide Title I school with all students given extra support through Title staff. The school has two computer labs with each classroom having the opportunity to have a scheduled computer lab time daily. The academic software programs Reading Eggs and Math Seeds are used by Kindergarten through 1st grade. Grades 2-5 can use Study Island while in the lab or Moby Max.

Students have scheduled Music, Art, Library and Physical Education classes weekly. Students complete various art projects with much student art work displayed throughout the building. Through music class, a large drama/play is produced yearly with a large percentage of students involved. In physical education class, students are assessed using Fitness Gram with a pre and post test yearly.

The students has an ongoing school-wide 'Readers Are Leader's theme where special guest are invited to read to classrooms and speak about their career.

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 Paint Lick Elementary is to prepare ALL student to become productive members of a changing society. The faculty and staff regularly address the academic, social and emotional needs of our students in order to best enhance student achievement. The staff has a strong focus on student achievement and in providing students with the skills that will enable them to succeed to their maximum potential. The vision and motto of Paint Lick Elementary is "Caring, Guiding, and Educating." The faculty and staff work together to ensure that each child is served in the most effective programs for the student to develop academically, socially, emotionally, and physcially.

Beliefs

We believe:

.All children have worth and dignity and should be given the opportunity to achieve their fullest self-realization through a program of learning to assure the highest possible levels of academic performances for all children.

.Children should be educated so that they will be productive members of our community, the state, the nation and the world in which they live.

.Children should become literate with the goal and desire to be lifelong learners.

.In teaching children moral values; self-discipline; and respect of authority, other people and themselves.

.Children should be given an awareness of and an appreciation of multicultural experiences, with an emphasis on our American heritage, the meaning of democracy and its practice through meaningul classroom experiences.

.All children can learn to make appropriate decisions given a supportive and challenging educational environment.

.In the active involvement of parents, teachers, and the community, which is vital to our educational program.

The school participates in PBIS: Positive Behavior Intervention Support to help maintain a positive and successful culture. We believe a positive school culture and learning environment fosters student achievement. The school plans enrichment and special programs throughout the year to provide multicultural experiences for students. Some examples are: The Lexington Children's Theatre performs at the school yearly. The Kentucky Derby Museum Outreach Program is scheduled yearly as Math, Science, and cultural enrichment.

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 school's Reading, Mathematics, Social Studies, Writing, and Language Mechanics KPREP scores are above the state average. All of these content areas showed growth. Reading showed +4.0 growth, Math growth is +5.7, Social Studies made +5.7 growth, Writing increased by +16.9 pts. and Language Mechanics grew by +34.6 from the previous year's KPREP. The school has moved into the Proficient/Progressing category.

The school's Academic Team won the Governor's Cup District Championship with the Future Problem Solving Team placing 1st and the Quick Recall runner-up and many students placed in Written Assessments including Mathematics, Science, Composition and Arts and Humanities, At the Regional Governor's Cup, the team came in 5th overall with several students placing in the Written Assessments and FPS placing 4th overall.

The school's Music Department produces a huge Mucical Program each year involving 75-150 students with multiple performances. This year's production is "Rudolph." Recent previous performances have been "Believe," "Little Orphan Annie," "Peter Pan," and "The Nutcracker."

Each year the fourth and fifth graders participate in the Junior American Citizen contest sponsored through the Garrard Daughter's of the American Revolution Chapter. The school has had multiple first and second place winners at the local Chapter, the Kentucky Society-state level, the East Central Division: KY, IN, MI, OH, WV and at the National level during the last three years.

Additional Information

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

"Readers Are Leaders" is an ongoing school-wide theme to promote reading. A variety of Guest Readers are scheduled to visit with students and read a book and talk about the importance of reading in their career.

The school has an annual Veteran's Program where family and community members are honored and recognized. Students present a program, the choir performs and each Veteran receives a gift of appreciation.

The school has a Daily Live News program with students acting as the News Team staff. The program is shown live on closed circuit TV in each classroom. The students lead the pledge of the allegiance to the flag, give weather forecast, and daily school news.

Our Volunteer program is involved and supportive, helping with Daisies, Archery, Academic Team, Cross Country and Fun Days such as Spooktacular Day, Colonial Day and College Day.

The school has a National Jr. Beta Club made up of 5th grade honor roll students. The school also has an Archery Team and a Cross Country Team that is very popular and successful.

The school has a very supportive Family Resource Center with a Coordinator and Assistant. They do Home Visits and provide support to families and the school in many other ways, whether it be providing clothes for children, gifts at Christmas, holiday meals for families, dental services, etc.

Paint Lick Elementary is a school-wide Title I institution. All students receive instructional services that will allow students to acquire basic or advanced supplemental assistance from Title I staff in the areas of Reading, Writing and Math. The Site Base Council has a Title I Parent Involvement Policy which states that All parents shall be provided: 1. Timely information and opportunities 2. An opportunity to sign the Student/Teacher/Parent Compact 3. An interpretation of their child's assessment results 4. Description and explanation of curriculum.

The school hosts a Family Night for parents yearly. The focus is on developing and improving relationships with home and school to increase student achievement. Each year the school conducts and annual evaluation process whereby parents can share their ideas about the content and effectiveness of the Parent Involvement in improving the academic quality of the school.

Closing The Achievemnt Gap 2015-2016

Overview

Plan Name

Closing The Achievemnt Gap 2015-2016

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	2014-2016 Goals	Objectives: 1 Strategies: 1 Activities: 4	Academic	$16000

Goal 1: 2014-2016 Goals

Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grades 3-5 in Mathematics by 05/31/2016 as measured by KPREP assesssment results..

Strategy 1:

Response To Intervention - Teachers will target students not performing at the Proficient level in Math. Teachers will focus on implementing evidence based strategies

to improve student achievement Math. Response to Intervention will target students not performing at proficiency levels in the classroom and in RTI pull-out sessions.

Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series."

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Math.	Academic Support Program	08/19/2015	05/31/2016	$0	No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Staff and Instructional Assistants.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Study Island Math probes will be used for Math instruction. | Academic Support Program | 08/12/2015 | 05/31/2016 | $0 | No Funding Required | Teachers, Principal |

Activity - Computer programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have scheduled opportunities to work on Math in the Computer Lab and in RTI sessions to include Math Seeds, Study Island, Moby Max, Easy CBM.	Technology	08/12/2015	05/31/2016	$16000	General Fund	Principal, Teachers, Instructional Assistants

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessments will be ongoing in Math. Summative Assessments will be given as Unit Test. Common Assessments will administered during the year with teachers using the PDSA Plan to report results with peers and to make plans for improving instruction and student achievement.	Direct Instruction	08/12/2015	05/31/2016	$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer programs	Students will have scheduled opportunities to work on Math in the Computer Lab and in RTI sessions to include Math Seeds, Study Island, Moby Max, Easy CBM.	Technology	08/12/2015	05/31/2016	$16000	Principal, Teachers, Instructional Assistants
				Total	$16000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Interventions and Support	Provide interventions in small, flexible groups for identified students not performing at Proficiency in Math.	Academic Support Program	08/19/2015	05/31/2016	$0	Regular Education Teachers, Special Education Teachers, Title I Staff and Instructional Assistants.
Study Island	Study Island Math probes will be used for Math instruction.	Academic Support Program	08/12/2015	05/31/2016	$0	Teachers, Principal
Assessments	Formative Assessments will be ongoing in Math. Summative Assessments will be given as Unit Test. Common Assessments will administered during the year with teachers using the PDSA Plan to report results with peers and to make plans for improving instruction and student achievement.	Direct Instruction	08/12/2015	05/31/2016	$0	Teachers
				Total	$0	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What are our areas of success and what are our areas of needs? Which specific groups are identified as needing improvement?

The data tells us the following:

*Our total achievement is 84.

*Gap score is 61.4

*54.7 students made growth.

*Our total weighted score was 64.4.

*The overall content scores were above the state average in Reading, Math, Writing, Language Mechanics, and Social Studies.

*Reading is 12 points above the state: Females outscored males by 4.5%; Free and Reduced students were 10 points above the state; Gap groups were 11 points above the state.

*Math is 1.1 points above the state.; 3rd grade Math was 8 points above the state; 4th grade Math was 6 pts. below the state; 5th grade was 3.4 below the state; 3rd grade Math the females outperformed males by 5% points; 4th grade females in Math outperformed males by 1.4 %; 5th grade females outperformed males 18.3 points in Math; The Gap Group in 3rd grade was above the state by 10 points; The Gap Group in 4th was behind the state by 5 points.; 5th grade Gap Group was above the state by 6.3.

*Social Studies NAPD calculation is 100 and that is 22 points above the state. The P/D score in Social Studies is 87.8 and that is 27 points above the state. Males outscored females in Social Studies by 7 points. The Gap Group was 36 points above the state.

*Writing is 6 points above the state and the P/D is 10 points above the state. Females outscored the males 35 points in Writing. The Gap Group was 20 points above the state.

*Language Mechanics is 24 points above the state. P/D is 14 points above the state. The girls outscored boys by 8 points. Free and Reduced is 22 points above the state. The Gap Group is 18 points above the state.

*The data/information does not give us any Science scores. Also, some grades did not have enough students with Disability or migrant or LEP to make a sub group.

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?

In all subject areas students scored above state average. All students exceeded growth in all areas from the previous year. Language Mechanics showed 36.6 growth from last year. Social Studies NAPD was 100%. Writing increase 16% from the previous year.
To sustain these areas of strength we are implementing 30-60-90 Days Plan in the areas of Writing, RTI and PLC's. We have redesigned our PLC's to allow teachers to share data and teaching strategies. We have implemented continuous schedule for RTI Meetings that will allow us to meet individual student needs. Writing training will allow for more school wide approach to teach on- demand writing. New Reading series, 'JOURNEYS' is implemented with teachers receiving training for successful implementation. Program Reviews are being improved and fine tuned with emphasis on cultural experiences and knowledge of a foreign language. Our Readers Are Leaders program has been expanded to include guest readers sharing information about their career.

Opportunities for Improvement

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

There is a discrepancy in achievement between boys and girls in Reading and Math. 4th and 5th grade Math is below the state average. Girls outperformed boys in Reading, Math and Writing.

To improve boys interest in Reading, the new reading series has high interest stories and leveled readers to meet student needs. We have a male staff member working with students in 4th and 5th grade Math. A male teacher assists with Writing practice which helps male students see the importance of writing in everyday life.

The librarian is making an intentional effort to stock the library with high interest books male students will enjoy.

The KAGAN strategies are being implemented to keep males more engaged and interested. This gives males more opportunities to move and improve engagement in the learning tasks.

To improve Math- students work individualized Math in the Computer Lab 3 days weekly. The lowest performing students in math are receiving RTI daily.

Conclusion

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

NEXT STEPS:

*Implement the 30-60-90 day plan.

*Continually reviewing MAP data to monitor progress/DATA Boards updated and discussed during PLC's.

*Continue to refine the PLC process.

*Continue to improve the RTI process.

*Continue emphasis on Writing at all level.s

*Collect Writing data periodically to monitor student growth.

*Continue Walkthroughs and give teacher's feedback for improvement.

*Make teachers more aware of the discrepancy between male and females in all subjects.

*Math achievement, although showing progress, is still below the state average in 4th and 5th grades.

*We will continue to support Math teachers at all levels and emphasis more rigor and relevance with Math skills at all grade levels.

*Continue to build on the groundwork that has been laid in the past on school culture and climate.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

1. All teachers at Paint Lick Elementary School will have common planning. 2. All teachers will have unlimited access to copiers.

Measurable Objective 1:

collaborate to provide common planning for teachers and insure teachers have unlimited access to copiers. by 08/10/2015 as measured by Master Schedules and teacher/principal discussions..

Strategy1:

Common Planning - *The Master Schedule is planned so that all grade level teachers have common planning. This was implemented prior to the beginning of the 2015-2016 school year.

*Teachers have unlimited access to copiers and copier paper. This was implemented at the beginning of the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: *Common Planning allows teachers to collaborate and support each other in lesson planning which will provide more time for understanding and implementing the KY Academic Standards

*Teachers having unlimited access to copiers and copy paper provides teachers with more tools to provide effective instruction based upon the KY Academic Standards.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and support each other during common planning. Unlimited access to copiers and copy paper provides teachers with more resources to create more effective lessons.	Professional Learning	08/10/2015	05/31/2017	$5000 - Other	Principal, Counselor, Teachers

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

Goal 1:

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.

Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 55.1% to 60% by 05/27/2016 as measured by KPREP..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Assessment probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	09/07/2015	05/27/2016	$1200 - General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels twice a year. The results will be analyzed at grade level PLC Meetings and during district grade meetings.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	09/07/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and school will support and monitor math and literacy insructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor prgress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	District Support Staff, Principal, Math and Literacy Teams

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Activity - Standards Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/10/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/17/2015	05/27/2016	$16000 - General Fund	Principal, Teachers, Technology Coordinator

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

Goal 1:

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.

Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 55.1% to 60% by 05/27/2016 as measured by KPREP..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Goal 2:

1. All teachers at Paint Lick Elementary School will have common planning. 2. All teachers will have unlimited access to copiers.

Measurable Objective 1:

collaborate to provide common planning for teachers and insure teachers have unlimited access to copiers. by 08/10/2015 as measured by Master Schedules and teacher/principal discussions..

Strategy1:

Common Planning - *The Master Schedule is planned so that all grade level teachers have common planning. This was implemented prior to the beginning of the 2015-2016 school year.

*Teachers have unlimited access to copiers and copier paper. This was implemented at the beginning of the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: *Common Planning allows teachers to collaborate and support each other in lesson planning which will provide more time for understanding and implementing the KY Academic Standards

*Teachers having unlimited access to copiers and copy paper provides teachers with more tools to provide effective instruction based upon the KY Academic Standards.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and support each other during common planning. Unlimited access to copiers and copy paper provides teachers with more resources to create more effective lessons.	Professional Learning	08/10/2015	05/31/2017	$5000 - Other	Principal, Counselor, Teachers

Narrative:

The Brigance is used to screen all kindergarten students.

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

Goal 1:

2014-2016 Goals

Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grades 3-5 in Mathematics by 05/31/2016 as measured by KPREP assesssment results..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient level in Math. Teachers will focus on implementing evidence based strategies to improve student achievement Math. Response to Intervention will target students not performing at proficiency levels in the classroom and in RTI pull-out sessions. Each teacher will work with a team member to identify specific strategies to implement

with targeted students based on student goals and skills.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series."

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments will be ongoing in Math. Summative Assessments will be given as Unit Test. Common Assessments will administered during the year with teachers using the PDSA Plan to report results with peers and to make plans for improving instruction and student achievement.	Direct Instruction	08/12/2015	05/31/2016	$0 - No Funding Required	Teachers

Activity - Computer programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have scheduled opportunities to work on Math in the Computer Lab and in RTI sessions to include Math Seeds, Study Island, Moby Max, Easy CBM.	Technology	08/12/2015	05/31/2016	$16000 - General Fund	Principal, Teachers, Instructional Assistants

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Math probes will be used for Math instruction.	Academic Support Program	08/12/2015	05/31/2016	$0 - No Funding Required	Teachers, Principal

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Math.	Academic Support Program	08/19/2015	05/31/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Staff and Instructional Assistants.

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

Goal 1:

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.

Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 55.1% to 60% by 05/27/2016 as measured

by KPREP..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and school will support and monitor math and literacy insructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor prgress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	District Support Staff, Principal, Math and Literacy Teams

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/17/2015	05/27/2016	$16000 - General Fund	Principal, Teachers, Technology Coordinator

Activity - Standards Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

Activity - Assessment probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	09/07/2015	05/27/2016	$1200 - General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/10/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels twice a year. The results will be analyzed at grade level PLC Meetings and during district grade meetings.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	09/07/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Goal 2:

2014-2016 Goals

Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grades 3-5 in Mathematics by 05/31/2016 as measured by KPREP assesssment results..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient level in Math. Teachers will focus on implementing evidence based strategies to improve student achievement Math. Response to Intervention will target students not performing at proficiency levels in the classroom and in RTI pull-out sessions. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series."

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Math.	Academic Support Program	08/19/2015	05/31/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Staff and Instructional Assistants.

Activity - Computer programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have scheduled opportunities to work on Math in the Computer Lab and in RTI sessions to include Math Seeds, Study Island, Moby Max, Easy CBM.	Technology	08/12/2015	05/31/2016	$16000 - General Fund	Principal, Teachers, Instructional Assistants

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Math probes will be used for Math instruction.	Academic Support Program	08/12/2015	05/31/2016	$0 - No Funding Required	Teachers, Principal

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments will be ongoing in Math. Summative Assessments will be given as Unit Test. Common Assessments will administered during the year with teachers using the PDSA Plan to report results with peers and to make plans for improving instruction and student achievement.	Direct Instruction	08/12/2015	05/31/2016	$0 - No Funding Required	Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.

Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 55.1% to 60% by 05/27/2016 as measured by KPREP..

Strategy1:

Response To Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Standards Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/17/2015	05/27/2016	$16000 - General Fund	Principal, Teachers, Technology Coordinator

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	09/07/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

Activity - Assessment probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	09/07/2015	05/27/2016	$1200 - General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and school will support and monitor math and literacy insructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor prgress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	District Support Staff, Principal, Math and Literacy Teams

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels twice a year. The results will be analyzed at grade level PLC Meetings and during district grade meetings.	Direct Instruction	08/17/2015	05/27/2016	$0 - No Funding Required	Teachers, Principal

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/10/2015	05/27/2016	$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

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:

To improve College and Career Readiness Awareness for students by planning and offering informative activities and opportunities.

Measurable Objective 1:

collaborate to plan College and Career Readiness opportunities by 05/27/2016 as measured by Program Review.

Strategy1:

College Readiness - Targeted interventions will be used to improve student proficiency and prepare students for their next level of education.

Category:

Research Cited: Research indicates:The more interventions students recieve, the more likely students will pass the course for which they are receiving intervention. (Allen and Feyl Chavkin. 2004)

Activity - Dollars and Cents Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given X amount of dollars and will visit 8-9 stations with items for sale. Students must spend money at each station.	Career Preparation/ Orientation	01/04/2016	05/27/2016	$0 - No Funding Required	Garrard County Extension Office, Teachers

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete career invitations to see if interests match specific careers. Volunteers for the Readers Are Leaders Program will read books about careers and discuss the career with the students.	Career Preparation/ Orientation	09/07/2015	05/27/2016	$0 - No Funding Required	Guidance Counselor, volunteers

Activity - Science Demonstrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will perform Scientific Demonstrations with support from Garrard County Extension Staff.	Academic Support Program	08/10/2015	05/27/2016	$0 - No Funding Required	Teachers, Garrard County Extension Staff

Activity - Readers Are Leaders/Careers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of special guest readers from various careers will be invited to read to students and speak about their career.	Career Preparation/ Orientation	09/07/2015	05/27/2016	$0 - No Funding Required	Regular Education and Special Education Teachers, Title I Staff, and Support Staff

Strategy2:

Public Relations - The school will publicize student activities and accomplisments in the local newspapers and on the District website.

The school will emphasize the importance of graduation in the successful transition to adult life with students introduced to various careers and the levels of education needed for those jobs.

Category:

Research Cited:

Activity - Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Staff will develop and distribute to the community through the Garrard County website and the Chamber of Commerce to promote the good things the system is doing and to emphasize the importance of education. The school will use Twitter, Facebook, the school's website and the local newspapers to inform the school community of the school's accomplishments and activities.	Community Engagement	08/10/2015	05/27/2016	$0 - No Funding Required	District Support Staff

Activity - Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn about the importance of high school graduation and being Career Ready through Guidance Classes. High school students will be invited to speak with students about the importance of graduating high school.	Career Preparation/ Orientation	08/17/2015	05/27/2016	$0 - No Funding Required	Guidance Counselor, Principal

Goal 2:

Writing Program Review will be enhanced and improved leading to a Distinguished rating.

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by providing more opportunites for students to respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face and virtually) to build on and articulate their own ideasa. in Writing by 05/27/2016 as measured by lesson planning and student activities.

Strategy1:

Cultural Pen Pals - Classrooms will choose someone from another country or ethnicity and develop a relationship with. Students will research and learn about their pen pals culture. Students will communicate through writing letters, emails and/or skype to someone from another country or a different ethnicity to enrich writing instruction and to teach students about cultural differences needed to work effectively with people from a range of social and cultural backgrounds.

Category: Continuous Improvement

Research Cited: Curriculum and Instruction: Student Performance/Kentucky Program Review: Writing

Activity - 'Cultural Writing to Learn' activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn about other cultures through choosing a person from another culture to learn from through writing, social media/email, videos, and/or Skype.	Career Preparation/ Orientation	10/01/2015	05/31/2017	$0 - No Funding Required	Teachers, Principal

Goal 3:

All students will have more access to Arts and Humanities related activities to improve student acheivement with Arts and Humanities

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in Arts and Humanities related programs in Art & Humanities by 05/31/2016 as measured by Arts and Humanities Program Review..

Strategy1:

Drama/Dance - Drama: Students will have more opportunities to perform which will include a Veteran's Program, 3 Christmas Play Performances, and opportunities for all students to be on the morning news.

Dance: Students will have more opportunities to dance during Physical Education classes.

Category: Continuous Improvement

Research Cited: 4.1 Arts and Humanities Core Content

Activity - Drama/Dance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have opportunities to perform and learn about theatre. The Lexington Children's Theatre will perform with students provided time to ask actors questions about the props/scenery, costumes, etc. 5th grade students will tour the Berea College Drama Department/Theatre. Students will perform in Veteran's Program, Christmas Program with 3 performances. Students will have more opportunities to dance in PE classes.	Other - Arts and Humanities	09/14/2015	05/31/2016	$0 - No Funding Required	Teacher, Principal

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Data Day was on October 9, 2015.	

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	RTI was improved, KAGAN strategies are being implemented school wide, Mike Rutherford Coaching Lab is being implemented district wide. Rutherford's Artisan Teacher themes are being introduced to teachers. A new reading program, JOURNEYS, has been purchased and is being implemented this year with teachers receiving training on the new series.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten Readiness is held each year sponsored by the Family Resource Center. Homes visits are conducted by preschool teachers.	

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	*Research based strategies are being used through RTI. *Kagan structures are being implemented during the year with teachers receiving 5 days of training. *Rutherford Artisan Teacher themes are being used by all teachers. *Study Island, Reading Eggs, Math Seeds, Accelerated Reade, Moby Max, are used as instructional activities for all students.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	TALENT Ed software program allows administration to quickly view and select Highly Qualified Applicants. The Site Base Consultation Policy is followed to fill in teacher vacancies.	

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	The Title I Director and the Chief Financial Officer of the District oversee these funds and expenditures.	

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	The school has Parent Involvement which was reviewed November 18, 2015.	

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

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	The school PD plan includes KAGAN, Writing PD-Abell and Atherton, Reading-Implementing new reading program, JOURNEYS. A Science teacher represents the school in conferencing relating to the new Standards. The Principal is a member of the KEDC Principal's Network and gets new information about Social Studies and Science standards to share with staff. The school has a PBIS Team and coach with all teachers being trained in the program and the Coach receiving additional training.	

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	The plan is reviewed periodically to see if changes are needed.	

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	A comprehensive needs assessment is conducted each data day. This year that date was October 9, 2015. All students are considered Title I through the schoolwide program.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	*KAGAN *LLI is used for RTI *Reading Recovery *Study Island *Reading Eggs *Math Seeds *Moby Max *Easy CBM These are used with all students in the schoolwide program.	

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.	N/A	The school is not a Targeted Assistance 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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	*ESS *Americorp *Special Education *Coordination of instructional funds to purchase new reading program	

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.	N/A	A schoolwide program is in place.	

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.	N/A	Paraprofessionals work within the schoolwide program and are highly qualified.	

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.	N/A	The school has a a schoolwide program.	

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.	N/A		

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

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.	N/A	All students are identified as Title I students.	

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	*Site Base will review and approve the CSIP.	

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	On the school's website. www.garrard.kyschools.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	Teachers receive professional training according to their professional needs.	

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	These duties rarely happen and are on a limited basis only. Their main duties are for instruction.	

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Faculty/Staff

Parents

Relationship Building

Overall Rating: 3.43

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

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

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

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

Communications

Overall Rating: 3.43

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

	Statement or Question	**Response**	**Rating**
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 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**
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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.0

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

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

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

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

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

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

	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 has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.5

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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: 3.17

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

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

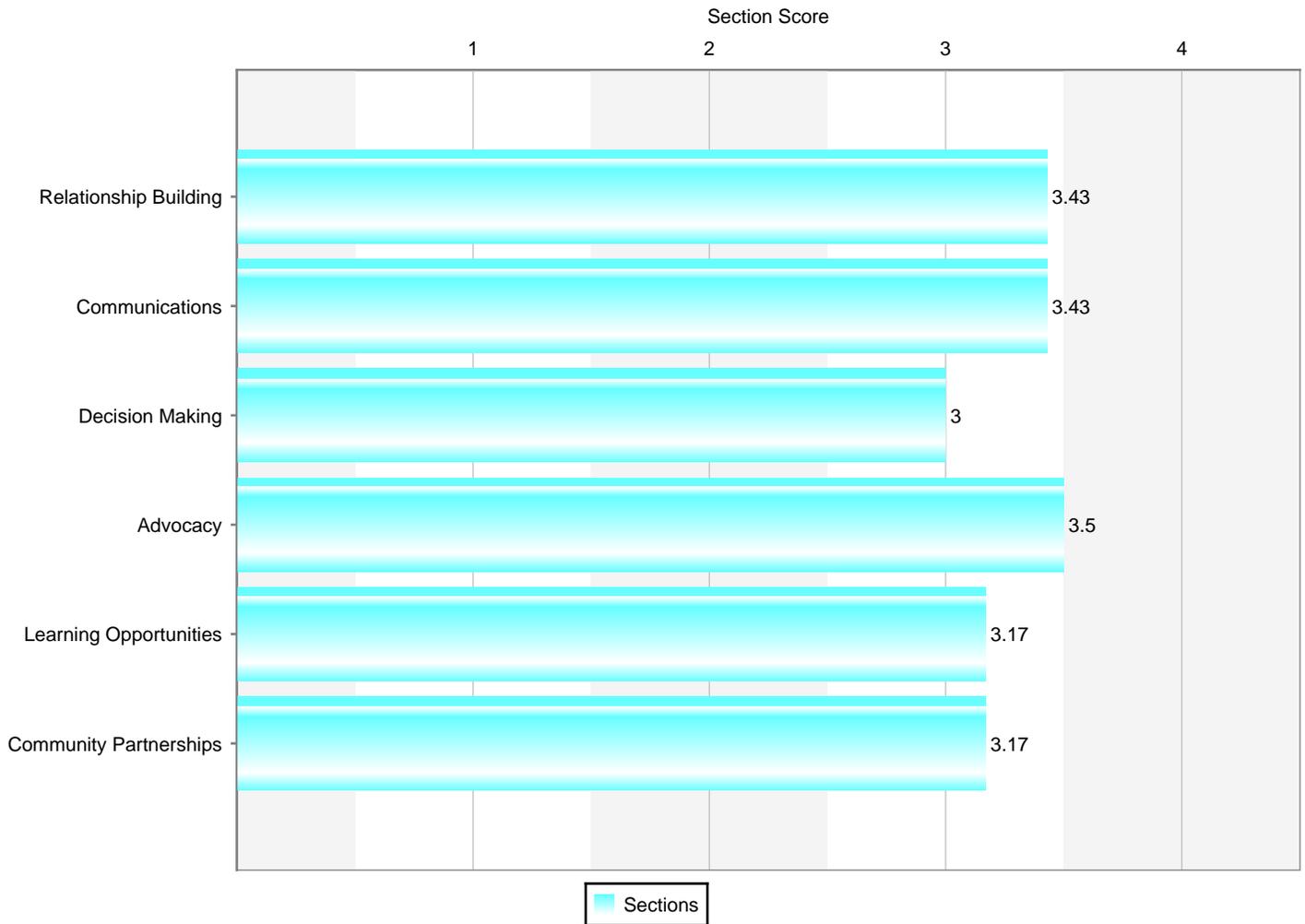|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning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

Reflection

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

The school has a good working relationship with parents. Teachers send a weekly newsletter home and the principal has a monthly calendar that goes home with each student. The district and school websites have student achievement information along with Family Resource Youth Service Centers contact information. The local churches are supportive to the school community and provide support for families with special needs. Many community leaders are invited into the school as special guests to read to students and talk about their career. The Site Base Council has a Title I Parent Involvement Policy and a Parent-Teacher Compact where each teacher and parent sign an agreement to work together and promote what is best for students. Family Night is held twice yearly where parents can do activities with their children and talk with teachers. A parent representative serves on the district calendar committee and the district's Comprehensive Improvement Planning. Yearly surveys are given to parents about the school-parent communications and gives parents a way to voice concerns or give opinions.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Relationship Building			3.43	
Communications			3.43	
Decision Making			3	
Advocacy			3.5	
Learning Opportunities			3.17	
Community Partnerships			3.17	

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.

Data was analyzed by faculty and the Site Base Council prior to completing the Comprehensive School Improvement Plan. The School Report Card, KPREP scores and the Annual Title I Program Evaluations were used as resources for making decisions.

The Annual Title I Program Evaluations Survey was given to parents at the end of the 2014-2015 school year to parents. Those results have been reviewed and discussed.

During PLC Meetings student data was discussed with ways of improving student achievement with ideas included in the CSIP.

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

Parents were involved with the Annual Title I Evaluations Survey with paper copies sent home for parents to respond. The school encouraged participation in the survey:
1. 90% said yes, they have been invited to attend training/conferences to help their child succeed in school.
2. 98% responded yes, that they have received communications with suggestions on how to help and support their child's learning at home.
3. 93% responded yes, they are aware of Kentucky's standards and goals for the school and how the staff is working to achieve these goals.
4. 97% responded yes, they have received clear and timely information regarding their child's academic progress.
5. 82% responded yes, they are aware when the school council holds its meetings. 6. 86% responded yes, they have the opportunity to give input regarding school policies. 7. 82% responded they received a copy of the school-parent compact.
8. 82% responded yes, they were invited to attend the meeting to work on/revise the school-parent compact.
9. 92% responded yes, they received a copy of the School Parent Involvement Policy. 10. 72% responded yes, they were notified of the meeting to evaluate the school's Parent Involvement Policy. 11. 87% responded yes, meetings were held at a convenient time of the day. 12. 97% responded yes, they were kept well informed of the activities at the school. 13. 95% responded yes, opportunity has been provided for parents to communicate with principals and other administrative staff. 14. 98% responded yes, that the principal and staff have been supportive and willing to help in providing a variety of learning opportunities for their child.
Other questions: 98% responded yes that their child felt comfortable about coming to school and that they themselves felt comfortable and welcome at the school. 97% responded that they felt comfortable volunteering at the school.

Parents on the Site Base Council reviewed the KPREP data and made recommendations to be included in the school's improvement plan. Teachers participated in Data Day to analyzed student data from KPREP with suggestions and recommendations given to improve student achievement and be included in the Comprehensive 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.

The final improvement plan is reviewed and approved by the School's Site Base Council and the school's faculty.

The plan is also present to the Board of Education and is posted on the school's website. Parent are informed about the final improvement being available online.

The school and Site Base Council do reviews and checks systematically. The Site Base Council Meetings are listed on the parents monthly calendar sent home to parents. All parents are notified by paper copies sent home to about the opportunity to run for parent representative on the Site Base Council. Site Base Council agendas and minutes are posted for parents and staff.

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 the public school building have an Emergency Management Plan (EMP)?	Yes	The School has a EMG Plan that is reviewed annually by the Site Base Council. Teachers and staff receive training at the beginning of each school year.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	October 15, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	October 15, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	October 28, 2015	

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	August 10, 2015	

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	Yes, the primary and secondary evacuation routes are posted in each room.	

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	The Fire Marshal returned the safe zones routes after reviewing them on August 26, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Yes, earthquake drills are developed and have been practice to follow during an earthquake.	

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

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building 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 Drills-August 14th and August 20th Tornado Drill-August 17 Bomb Threat-August 21 Earthquake Drill-September 24	

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	Data Day was held at the school on October 9 with all teachers participating in analyzing data and student achievement.	

What are the barriers identified?

69% of students qualify for Free and Reduced Meals.

ESL students have increased to 8.5%.

Boys are slightly behind Girls in Math achievement.

Students are identified for RTI and some have severe needs.

What sources of data were used to determine the barriers?

KPREP data

MAP data

Study Island

Reading Eggs/Math Seeds

Easy CBM

Moby Max

Accelerated Reader

Title I data shows the percentage increase of Free and Reduced Meals.

What are the root causes of those identified barriers?

The increase in Free and Reduced Meals is identified as happening due to the rural location where there are limited job opportunities.

The ESL families migrate here for Agricultural labor/Farm Work.

The school is looking at ways to improve the boys Math achievement to be equitable to the girls.

Statistics show that the county has a lower population of adults who have completed their High School Education.

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

100% of teachers were considered effective according to PGES evaluations.

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.

It is our practice to follow the consultation policy of our SBDM in order to hire the most highly qualified teacher for every position. When placing students, as a school, we place students with the most appropriately experienced teacher. The school currently has no ineffective or out of field teacher and only one intern teacher.

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?

Student achievement and background information is used to make student assignment decisions. The school does not have any ineffective or out-of-field teachers at this time. Students are intentionally placed among all students in the school for equal distribution of student population. We strive for the optimum heterogeneous groupings in all classes.

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

All student performance data is published in the local newspapers, on the KDE website and the district webpage for any potential teacher candidate to see. The school has visible Data Boards with KPREP information for the public to see at the school and at the Board of Education office. The School System does not discriminate in hiring the most effective, diverse teachers.

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 hiring practices of the Site Base Council insure that an interviewing committee made up of members who represent a broad representation of the school. An open teaching position is posted on TALENT Ed and the KDE website along with the non-discriminatory practices of the school system. Applicants are screened and must demonstrate an awareness of effectiveness for the population they will be assigned.

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

It is the practice of the school to equip the teachers with many tools and resources to be able to perform their job successfully. A mentor is assigned to every new teacher and peer observers assist with the evaluation process and help all teachers grow professionally. Our school

believes in shared leadership where teachers can improve their leadership skills and have ownership in the school. Teachers are recognized through various ways including Teacher of the Year, Classroom of the Month, Twitter, Mike Rutherford Coaching Lab, PLC's allow teachers to work as a team, share ideas and support one another.

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

Supports include: PLC's, Kagan Training, Abell and Atherton Writing Training, Rutherford Coaching lab, Mentor teacher for every intern, Peer Observers to help guide new teachers, New Teacher Orientation and Central Office Support through classroom visits. New teachers are invited to participate in committees that will help them grown professionally and become a part of the school community such PBIS, Social and Literacy Committees. Paint Lick Elementary School has a tradition of being a place with a positive, welcoming atmosphere where everyone is accepted but is also expected to reach their potential as a professional. Through collaboration, guidance and support, new staff members are mentored to become a welcomed part of the school family.

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

Teachers are given guidance from the Principal and Peer Observers through conferencing and mentoring. They are guided to improve on their areas of growth in their professional growth plan. This plan is monitored throughout the year with teachers feedback with suggestions for continuous improvement. Teachers are given feedback through walkthroughs which are ongoing and provide feedback regarding areas for improvement.

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

At our school, TELL results indicated we were in the top of Kentucky schools for favorable responses. We received Honorable Mention and were named to the Kentucky Winner's Circle. Our results were analyzed by the SBDM council in June, 2015. We chose an area of improvement, which led to providing more collaboration and common planning. This has improved our teachers' ability to work as a team and implement strategies to learn and grow our students.

Questions

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

TELL Survey Results, RTI, Professional Learning Communities (PLC's), Writing Across the Curriculum,, TALENT ED, SBDM Hiring Practices and Policy, Professional Development, Mentoring for new teachers, Peer Observers for PGES, Mike Rutherford's Artisan Teacher Themes are taught to every teacher during PLC's, Walkthroughs with results given to teachers through emails for feedback.