



# **KDE Comprehensive School Improvement Plan**

**South Magoffin Elementary**  
**Magoffin County**

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Salyersville, KY 41465

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

South Magoffin Elementary is a Pre K-6 elementary school with approximately 260 students located in rural Magoffin County, eight miles south of Salyersville, Kentucky. South Magoffin Elementary opened in 2008. It is the consolidation of two elementary schools Salyer Elementary and John T. Arnett. We use a child centered approach to learning. South Magoffin consists of 11 classrooms one headstart classrooms, one family resource center, one library, and one computer lab, 3 resource teachers, RTI teacher/coordinator, 1 computer lab teacher, school counselor, and 5 paraeducators. We also have an on site EBD room.



## **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.**

Through the combined effort of staff, parents, students, and the community, we strive to attain high academic achievement as well as a school community that promotes a safe, caring and supporting atmosphere. We will nurture and stimulate the creative minds and healthy bodies needed to become responsible and compassionate members of an ever-changing society.

## **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 has identified the areas of reading, math, and writing for improvement. We are striving to ensure that all students are reading and writing on a proficient level when exiting primary and sixth grade. We currently have two highly qualified retired teachers providing additional support to our Arts and Humanities curriculum.

## **Additional Information**

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

The staff at South Magoffin Elementary is continuously looking for innovative ways to provide an academic climate that demonstrates a belief that all students can learn to their fullest potential. Extra curricular activities offered at South Magoffin Elementary include girls' and boys' basketball, football, cheerleading, gymnastics, and dance.

SME is participating in the ARI grant. The principal is a certified teacher observer through the Teachscape Proficiency System. Teachers serve as teacher leaders in the areas of Science, Social Studies, ELA, and Math at a school and district level.

South Magoffin Elementary is located in an area that has been adversely impacted by the recent loss of mining jobs. It is considered an economically deprived area. It is a school wide Title I school based on the fact that more than 90% of students are on free/ reduced lunch.

# **Comprehensive School Improvement Plan 2015 - 2016**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 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	Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.	Objectives: 1 Strategies: 10 Activities: 20	Organizational	\$27700
2	Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$1500
3	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (TPGES).	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
4	Brigance Screening	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

### Strategy 1:

Literacy Initiative - Teachers will be required to teach one Literacy Design Collaborative module per semester where students will read informational grade level text and complete all mini tasks necessary to produce a content appropriate writing piece in grades K-6.

Category: Integrated Methods for Learning

Activity - Three Modes of Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend an update training on the Three Modes of Writing provided by content teacher leaders. All new classroom teachers will attend a in-depth training on the use of the Three Modes of Writing. Teachers will implement findings into classroom instruction.	Professional Learning	10/01/2013	12/20/2016	\$0	Other	Classroom Teachers, Resource and Support Staff.
Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students K-6 will keep a writing journal. Teachers will provide opportunities for writing across the curriculum. All students will keep a writing journal that includes practice for each of the Three Modes of Writing. Teachers will provide feedback to guide revisions.	Direct Instruction	10/01/2013	12/20/2016	\$0	Other	Classroom teachers, Resource Teachers
Activity - PBS Learning Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete Program Review : Writing a KET PD Self Paced Course on PBS Teacherline in PLC groups.	Professional Learning	09/10/2015	12/20/2016	\$0	No Funding Required	All teachers

### Strategy 2:

Target Groups - Teachers will identify students for small group instruction and identify specific instructional needs to be addressed through classroom instruction, ESS, and RTI.

Category: Integrated Methods for Learning

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students will receive intervention in reading and math by support staff 2 to 3 times a week in a small group setting.	Academic Support Program	10/01/2013	12/20/2016	\$2500	Title I School Improvement (ISI)	Christy Ward, Resource Teachers, Angie Gillum, and Margie McCoy
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Activity - Gifted and Talent Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as Gifted and Talented will be provided with additional support and instruction by classroom teachers and district Gifted Coordinator.	Academic Support Program	08/11/2014	12/20/2016	\$0	Title I Schoolwide	Mary Jane McDaniels, Classroom Teachers

Activity - Research Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will identify instructional needs of individual students and design small group instruction and individualized mini lessons to address those needs. (addresses School-Wide Title I component 1 and 9)	Direct Instruction	08/03/2015	12/20/2016	\$0	No Funding Required	All Classroom Teachers and Mark Rice

### Strategy 3:

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0	Other	Margie McCoy, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School-Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000	General Fund	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster

### Strategy 4:

ReadingEggs - South Magoffin Elementary will use the ReadingEggs program with K-6 students to enhance student learning.

Category: Early Learning

SY 2015-2016

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Activity - ReadingEggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to use the ReadingEggs program weekly in the computer lab and classroom. Progress is monitored online and reinforcement activities will be provided by the program.	Technology	10/01/2013	12/20/2016	\$1200	General Fund	Margie McCoy, Loretta McKenzie, Christy Ward, Classroom Teachers, Resource teachers.

**Strategy 5:**

Accelerated Reader/STAR - Students will use the Accelerated Reader and STAR reading programs to increase reading proficiency. Students will be provided and AR goal each nine weeks.

Category: Integrated Methods for Learning

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided high interest books at all ability levels. Students will take a computerized test weekly to increase reading levels.	Technology	10/01/2013	12/20/2016	\$500	Title I Schoolwide	Christy Ward, Classroom Teachers, and Support Staff.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested each 9 weeks to determine reading levels and intervention strategies to be used in the classroom. AR goals will be determined based on test results.	Technology	10/01/2013	12/20/2016	\$500	Other	Christy Ward

**Strategy 6:**

Math Initiative - Math teachers will implement Formative Assessment Lessons. These FALs will be used to monitor mastery of content and allow teachers to base instruction on individual student needs.

Category: Integrated Methods for Learning

Research Cited: FAL's and the Math Design Collaborative.

Activity - FAL's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$5000	Other, Other	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard
<b>Activity - Math Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will implement Monitoring Basic Skills Progress as a formative assessment measure to guide instruction.	Academic Support Program	10/05/2015	12/20/2016	\$0	No Funding Required	All math classroom teacher

### Strategy 7:

Daytime Extended School Services - South Magoffin Elementary will hire 1 daytime ESS coordinator and 3 Part-Time Teachers to provide individualized instruction for small groups of students in the area of Language Arts and Arts and Humanities. Students will be identified by Discovery Reading Assessments, K-PREP scores, and formative assessments. All students will be provide Arts and Humanities instruction on a rotating basis.

Category: Continuous Improvement

<b>Activity - Individualized Tutoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500	State Funds	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson
<b>Activity - Arts and Humanities ESS Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000	District Funding	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward

### Strategy 8:

Program Review - Teachers, administrators, and the SBDM Council will collaborate to write and implement a writing policy that will support all indicators in the writing program review rubric. Also, staff members will plan, document, and continuously review all indicators in each of the 4 areas of the Program Review Rubrics to ensure a well balanced delivery of the program of studies in every classroom.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

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Activity - Policy Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and council members will draft and approve a school wide writing policy, Wellness Program, Assessment, Safe School, Curriculum, Primary Policy, and Instructional Practices.	Policy and Process	10/01/2013	12/20/2016	\$0	State Funds	All Certified Staff ,SBDM Council Members, Administrator

Activity - Report to Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will report at each council meeting on progress toward indicators within at least 2 areas of the program review. Each month a rotation of report areas will occur. Staff will report on all areas every 2 months.	Other	10/01/2013	12/20/2016	\$0	State Funds	SBDM Council, School Administrator, Teacher Leaders and PLCs

### Strategy 9:

Professional Learning Communities - Student achievement will increase through the use of Professional Learning Communities to support teacher data analysis, development and implementation of new strategies.

Category: Professional Learning & Support

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the common assessments provided through CIITS, Discovery Ed, and STAR Reading on a regular basis in classrooms to ensure content understanding and student growth. Data will be assessed during PLC meetings.	Technology	08/12/2013	12/20/2016	\$500	State Funds	All Classroom Teachers Margie McCoy Vickie Howard Loretta McKenzie

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in Professional Learning Communities to discuss student work, formative assessment, and to guide instruction decisions. ( addresses School-Wide Title I Components 2, 7, and 8)	Professional Learning	08/03/2015	12/20/2016	\$0	No Funding Required	Mark Rice

### Strategy 10:

Education Galaxy - Students will be provided the computer program Education Galaxy for reading, math and language mechanics in grades K-6 which is directly linked to common core standards.

Category: Integrated Methods for Learning

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Activity - Education Galaxy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Education Galaxy computer program to supplement reading, math, and language mechanics curriculum.	Technology	08/17/2015	12/20/2016	\$1000	General Fund	Computer lab teacher and classroom teachers

**Goal 2: Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.**

**Measurable Objective 1:**

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

**Strategy 1:**

Parent Involvement - South Magoffin Elementary will use a variety of resources to communicate with parents on issues, such as attendance, achievement, and school related events.

Category: Continuous Improvement

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0	No Funding Required	Tonya Dawson, Mark Rice, and Tammy Johnson

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000	State Funds	Jonnie Kay Minix and Principal

Activity - School Parent Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0	No Funding Required	Debbie Swiney, Mark Rice, Johnnie Kay Minix

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Activity - Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0	No Funding Required	Tonya Dawson All Teachers

### Strategy 2:

Data Analysis - Staff members will analyze instructional and assessment data to assist in reducing achievement gaps and novice.

Category: Continuous Improvement

Activity - Formative Assessment Data Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use formative assessment data (Discovery Education, STAR reading, common classroom assessments, CIITS tests, and other formal/informal assessments to identify instructional gaps and reduce learning barriers for subgroups.	Other	10/01/2013	12/20/2016	\$500	State Funds	All Certified Staff Administrator s SBDM Council

Activity - Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing data formally, staff members will develop a plan for curriculum to be addressed and identify sub populations to be targeted in each area.	Other	10/01/2013	12/20/2016	\$0	State Funds	All Certified Staff, Administrator, and SBDM Members

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will divide into study groups to look at the achievement, gap, and growth data from the K-Prep results to find areas of strength and improvement. Principal and teacher leader will attend KASC Data Analysis sessions. Teacher leader and principal will then facilitate school level data analysis .	Other	10/01/2013	12/20/2016	\$0	State Funds	All Certified Staff , DAC and Administrator

### Strategy 3:

Transition Day - During the last week of school all students will transition to the next grade level.

Category: Continuous Improvement

Activity - Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Head start will visit Kindergarten, Kindergarten will visit first grade, first will visit second etc...	Other, Academic Support Program	05/16/2016	07/28/2016	\$0	No Funding Required	All Staff

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Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be invited to participate in a day camp to help prepare them for Kindergarten. Parents will meet the teacher and be given materials to assist in preparation for the school year.	Parent Involvement	05/06/2016	07/28/2016	\$0	No Funding Required	Principal, Family Resource Coordinator, Kindergarten Staff

### **Goal 3: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (TPGES).**

**Measurable Objective 1:**

collaborate to ensure that all teachers are trained and coached in writing professional growth plans as measured by the training and guidance provided during the preparatory pilot phase by 12/20/2016 as measured by TPGES .

**Strategy 1:**

Writing Professional Growth Plans in CIITS - Teachers will create Professional Growth Plans and Students Growth Goals based on academic data, student performance and self reflections.

Category: Continuous Improvement

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training on the development of Professional Growth goals using the Charlotte Danielson Framework for Teaching.	Professional Learning	09/09/2013	12/20/2016	\$1000	Grant Funds	Mark Rice and Angela Skaggs

Activity - PBS TeacherLine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete Professional Learning for Peer Observers online course on Edviation.	Professional Learning	09/09/2013	12/20/2016	\$1000	Grant Funds	Mark Rice and Angela Skaggs

Activity - Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement data from Discovery Ed., STAR Reading, K-Prep and formative assessments each grading period or as needed to develop or update student growth goals.	Direct Instruction	09/30/2013	12/20/2016	\$0	No Funding Required	Mark Rice and all teachers

## Goal 4: Brigance Screening

**Measurable Objective 1:**

collaborate to screen all entering Kindergarten students at South Magoffin Elementary by 09/15/2016 as measured by the number of students enrolled vs. the number of students screened.

**Strategy 1:**

Screening - All Kindergarten students will be screened using the Brigance in the first 30 days of school.

Category: Early Learning

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be notified of a time for Kindergarten screening.	Parent Involvement	05/09/2016	09/15/2016	\$0	No Funding Required	Tonya Dawson and Stephanie Lemaster.

## Goal 5: Novice Reduction

**Measurable Objective 1:**

collaborate to reduce the number of students scoring novice by 50% by 09/30/2020 as measured by the 2020 K-PREP Assessment.

**Strategy 1:**

Targeted Intervention Groups - Students will be targeted for intervention based on K-PREP Data Analysis.

Category: Continuous Improvement

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups on targeted skills to reach proficiency.	Academic Support Program	10/01/2015	10/01/2020	\$0	No Funding Required	All Classroom Teachers, Resource Teachers, Title 1 Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts and Humanities ESS Program	All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward
<b>Total</b>					\$10000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School-Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster
Education Galaxy	Students will use Education Galaxy computer program to supplement reading, math, and language mechanics curriculum.	Technology	08/17/2015	12/20/2016	\$1000	Computer lab teacher and classroom teachers
ReadingEggs	Students will be given the opportunity to use the ReadingEggs program weekly in the computer lab and classroom. Progress is monitored online and reinforcement activities will be provided by the program.	Technology	10/01/2013	12/20/2016	\$1200	Margie McCoy, Loretta McKenzie, Christy Ward, Classroom Teachers, Resource teachers.
<b>Total</b>					\$6200	



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## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Policy Development	Teachers, administrators, and council members will draft and approve a school wide writing policy, Wellness Program, Assessment, Safe School, Curriculum, Primary Policy, and Instructional Practices.	Policy and Process	10/01/2013	12/20/2016	\$0	All Certified Staff ,SBDM Council Members, Administrator
Common Assessments	Teachers will use the common assessments provided through CIITS, Discovery Ed, and STAR Reading on a regular basis in classrooms to ensure content understanding and student growth. Data will be assessed during PLC meetings.	Technology	08/12/2013	12/20/2016	\$500	All Classroom Teachers Margie McCoy Vickie Howard Loretta McKenzie
Family Resource Center	The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000	Jonnie Kay Minix and Principal
K-PREP Analysis	Staff members will divide into study groups to look at the achievement, gap, and growth data from the K-Prep results to find areas of strength and improvement. Principal and teacher leader will attend KASC Data Analysis sessions. Teacher leader and principal will then facilitate school level data analysis .	Other	10/01/2013	12/20/2016	\$0	All Certified Staff , DAC and Administrator
Plan Development	After reviewing data formally, staff members will develop a plan for curriculum to be addressed and identify sub populations to be targeted in each area.	Other	10/01/2013	12/20/2016	\$0	All Certified Staff, Administrator, and SBDM Members
Individualized Tutoring	Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson
Formative Assessment Data Reviews	Staff will use formative assessment data (Discovery Education, STAR reading, common classroom assessments, CIITS tests, and other formal/informal assessments to identify instructional gaps and reduce learning barriers for subgroups.	Other	10/01/2013	12/20/2016	\$500	All Certified Staff Administrator s SBDM Council

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Report to Council	Certified staff will report at each council meeting on progress toward indicators within at least 2 areas of the program review. Each month a rotation of report areas will occur. Staff will report on all areas every 2 months.	Other	10/01/2013	12/20/2016	\$0	SBDM Council, School Administrator, Teacher Leaders and PLCs
<b>Total</b>					\$4500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Student Growth Goals	Teachers will analyze student achievement data from Discovery Ed., STAR Reading, K-Prep and formative assessments each grading period or as needed to develop or update student growth goals.	Direct Instruction	09/30/2013	12/20/2016	\$0	Mark Rice and all teachers
Parent Portal	Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0	Tonya Dawson All Teachers
Small Group Instruction	Students will work in small groups on targeted skills to reach proficiency.	Academic Support Program	10/01/2015	10/01/2020	\$0	All Classroom Teachers, Resource Teachers, Title 1 Staff
School Parent Liaison	South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0	Debbie Swiney, Mark Rice, Johnnie Kay Minix
PBS Learning Media	Teachers will complete Program Review : Writing a KET PD Self Paced Course on PBS Teacherline in PLC groups.	Professional Learning	09/10/2015	12/20/2016	\$0	All teachers
Communication	All parents will be notified of a time for Kindergarten screening.	Parent Involvement	05/09/2016	09/15/2016	\$0	Tonya Dawson and Stephanie Lemaster.
Professional Learning Communities	Teachers and administrators will participate in Professional Learning Communities to discuss student work, formative assessment, and to guide instruction decisions. ( addresses School-Wide Title I Components 2, 7, and 8)	Professional Learning	08/03/2015	12/20/2016	\$0	Mark Rice
Attendance Contacts	South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0	Tonya Dawson, Mark Rice, and Tammy Johnson

## KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Transition Day	Students in Head start will visit Kindergarten, Kindergarten will visit first grade, first will visit second etc...	Other, Academic Support Program	05/16/2016	07/28/2016	\$0	All Staff
Research Based Instruction	Classroom teachers will identify instructional needs of individual students and design small group instruction and individualized mini lessons to address those needs. (addresses School-Wide Title I component 1 and 9)	Direct Instruction	08/03/2015	12/20/2016	\$0	All Classroom Teachers and Mark Rice
Kindergarten Camp	All Kindergarten students will be invited to participate in a day camp to help prepare them for Kindergarten. Parents will meet the teacher and be given materials to assist in preparation for the school year.	Parent Involvement	05/06/2016	07/28/2016	\$0	Principal, Family Resource Coordinator, Kindergarten Staff
Math Progress Monitoring	Teachers will implement Monitoring Basic Skills Progress as a formative assessment measure to guide instruction.	Academic Support Program	10/05/2015	12/20/2016	\$0	All math classroom teacher
<b>Total</b>					\$0	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Identified students will receive intervention in reading and math by support staff 2 to 3 times a week in a small group setting.	Academic Support Program	10/01/2013	12/20/2016	\$2500	Christy Ward, Resource Teachers, Angie Gillum, and Margie McCoy
<b>Total</b>					\$2500	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Three Modes of Writing Training	All teachers will attend an update training on the Three Modes of Writing provided by content teacher leaders. All new classroom teachers will attend a in-depth training on the use of the Three Modes of Writing. Teachers will implement findings into classroom instruction.	Professional Learning	10/01/2013	12/20/2016	\$0	Classroom Teachers, Resource and Support Staff.
Journal Writing	All students K-6 will keep a writing journal. Teachers will provide opportunities for writing across the curriculum. All students will keep a writing journal that includes practice for each of the Three Modes of Writing. Teachers will provide feedback to guide revisions.	Direct Instruction	10/01/2013	12/20/2016	\$0	Classroom teachers, Resource Teachers

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

FAL's	Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$5000	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard
Discovery Education Probes	Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0	Margie McCoy, Classroom Teachers
STAR Reading	Students will be tested each 9 weeks to determine reading levels and intervention strategies to be used in the classroom. AR goals will be determined based on test results.	Technology	10/01/2013	12/20/2016	\$500	Christy Ward
FAL's	Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$0	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard
<b>Total</b>					\$5500	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gifted and Talent Program	Students that are identified as Gifted and Talented will be provided with additional support and instruction by classroom teachers and district Gifted Coordinator.	Academic Support Program	08/11/2014	12/20/2016	\$0	Mary Jane McDaniels, Classroom Teachers
Accelerated Reader	Students will be provided high interest books at all ability levels. Students will take a computerized test weekly to increase reading levels.	Technology	10/01/2013	12/20/2016	\$500	Christy Ward, Classroom Teachers, and Support Staff.
<b>Total</b>					\$500	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBS TeacherLine	Teachers will complete Professional Learning for Peer Observers online course on Edviation.	Professional Learning	09/09/2013	12/20/2016	\$1000	Mark Rice and Angela Skaggs

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Professional Growth Planning Guidance and Support	Teachers will be provided training on the development of Professional Growth goals using the Charlotte Danielson Framework for Teaching.	Professional Learning	09/09/2013	12/20/2016	\$1000	Mark Rice and Angela Skaggs
<b>Total</b>					\$2000	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The questions that we are trying to answer with our data are:

1. What are our areas of strengths and weakness?
2. What are areas that reflect a gap?
3. What areas reflect sufficient growth?
4. What areas require additional focus to reduce students that are performing at a novice level?
5. What areas require that the performance level be sustained or improved to meet annual measurable objectives?

The data tells us that areas of strength are reading, social studies, science. Areas that need improvement include math, language mechanics, and writing. Math shows the lowest gap score of 30.3. Reading and math both show that above 60% of our students are making typical or high growth. Math is an area that needs to be focused on to reduce the number of students performing at the novice level.

Test data does not show obstacles that students faces that effect test performance.



## **Areas of Strengths**

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

Overall K\_Prep Score increased by 16.2 points from 2012/2013. Reading Delivery Gap target was met. Social Studies scores increased from 56.3 to 94.3. Zero student scored novice in On-Demand Writing Assessment. In science 100% of students scored proficient or distinguished. SME is scoring about the state and district average in all areas other than Math and Language Mechanics. SME has received and Honorable Mention in the TELL survey for 2 years. In order to receive and honorable mention you must be one of the top fifty schools in the state of Kentucky. The TELL survey is an evaluation of a principals impact on the school's culture and climate.

## **Opportunities for Improvement**

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

South Magoffin showed gains in all academic areas, however the following areas will have additional focus to continue increased overall annual measurable goals:

Math

Writing/ Language Mechanics

Arts and Humanities Program Review

Reading

In order to improve Arts and Humanities scores on the program review ESS funds are being used to implement art and music classes for students. Teachers will continue to implement Literacy Design Collaborative modules and used Daily Oral Language to improve writing scores. New math textbooks have been purchased for 3-6th grade students.

## **Conclusion**

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

Reading books will be purchased for grades 1 and 2. Teachers will continue to receive training in implementation of Formative Assessment lessons in Math and Literacy Design collaborative. ESS funds will be used to implement art and music classes for all students. ESS funds will also be used to provide additional instruction for targeted reading and math students.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

**Strategy1:**

Parent Involvement - South Magoffin Elementary will use a variety of resources to communicate with parents on issues, such as attendance, achievement, and school related events.

Category: Continuous Improvement

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000 - State Funds	Jonnie Kay Minix and Principal

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson, Mark Rice, and Tammy Johnson

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson All Teachers

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - School Parent Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Debbie Swiney, Mark Rice, Johnnie Kay Minix

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

### Goal 1:

Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

### Strategy1:

Target Groups - Teachers will identify students for small group instruction and identify specific instructional needs to be addressed through classroom instruction, ESS, and RTI.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gifted and Talent Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as Gifted and Talented will be provided with additional support and instruction by classroom teachers and district Gifted Coordinator.	Academic Support Program	08/11/2014	12/20/2016	\$0 - Title I Schoolwide	Mary Jane McDaniels, Classroom Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive intervention in reading and math by support staff 2 to 3 times a week in a small group setting.	Academic Support Program	10/01/2013	12/20/2016	\$2500 - Title I School Improvement (ISI)	Christy Ward, Resource Teachers, Angie Gillum, and Margie McCoy

### Strategy2:

Education Galaxy - Students will be provided the computer program Education Galaxy for reading, math and language mechanics in grades K-6 which is directly linked to common core standards.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Education Galaxy computer program to supplement reading, math, and language mechanics curriculum.	Technology	08/17/2015	12/20/2016	\$1000 - General Fund	Computer lab teacher and classroom teachers

### Strategy3:

Accelerated Reader/STAR - Students will use the Accelerated Reader and STAR reading programs to increase reading proficiency.

Students will be provided and AR goal each nine weeks.

Category: Integrated Methods for Learning

Research Cited:

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested each 9 weeks to determine reading levels and intervention strategies to be used in the classroom. AR goals will be determined based on test results.	Technology	10/01/2013	12/20/2016	\$500 - Other	Christy Ward

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided high interest books at all ability levels. Students will take a computerized test weekly to increase reading levels.	Technology	10/01/2013	12/20/2016	\$500 - Title I Schoolwide	Christy Ward, Classroom Teachers, and Support Staff.

### Strategy4:

Program Review - Teachers, administrators, and the SBDM Council will collaborate to write and implement a writing policy that will support all indicators in the writing program review rubric. Also, staff members will plan, document, and continuously review all indicators in each of the 4 areas of the Program Review Rubrics to ensure a well balanced delivery of the program of studies in every classroom.

Category: Continuous Improvement

Research Cited:

Activity - Policy Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and council members will draft and approve a school wide writing policy, Wellness Program, Assessment, Safe School, Curriculum, Primary Policy, and Instructional Practices.	Policy and Process	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff ,SBDM Council Members, Administrator

Activity - Report to Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will report at each council meeting on progress toward indicators within at least 2 areas of the program review. Each month a rotation of report areas will occur. Staff will report on all areas every 2 months.	Other	10/01/2013	12/20/2016	\$0 - State Funds	SBDM Council, School Administrator, Teacher Leaders and PLCs

### Strategy5:

SY 2015-2016

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# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0 - Other	Margie McCoy, Classroom Teachers

## Strategy6:

Math Initiative - Math teachers will implement Formative Assessment Lessons. These FALs will be used to monitor mastery of content and allow teachers to base instruction on individual student needs.

Category: Integrated Methods for Learning

Research Cited: FAL's and the Math Design Collaborative.

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Monitoring Basic Skills Progress as a formative assessment measure to guide instruction.	Academic Support Program	10/05/2015	12/20/2016	\$0 - No Funding Required	All math classroom teacher

Activity - FAL's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$5000 - Other \$0 - Other	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard

## Strategy7:

Literacy Initiative - Teachers will be required to teach one Literacy Design Collaborative module per semester where students will read informational grade level text and complete all mini tasks necessary to produce a content appropriate writing piece in grades K-6.

Category: Integrated Methods for Learning

Research Cited:

Activity - PBS Learning Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete Program Review : Writing a KET PD Self Paced Course on PBS Teacherline in PLC groups.	Professional Learning	09/10/2015	12/20/2016	\$0 - No Funding Required	All teachers

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Three Modes of Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend an update training on the Three Modes of Writing provided by content teacher leaders. All new classroom teachers will attend a in-depth training on the use of the Three Modes of Writing. Teachers will implement findings into classroom instruction.	Professional Learning	10/01/2013	12/20/2016	\$0 - Other	Classroom Teachers, Resource and Support Staff.

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 will keep a writing journal. Teachers will provide opportunities for writing across the curriculum. All students will keep a writing journal that includes practice for each of the Three Modes of Writing. Teachers will provide feedback to guide revisions.	Direct Instruction	10/01/2013	05/27/2016	\$0 - Other	Classroom teachers, Resource Teachers

### Strategy8:

Professional Learning Communities - Student achievement will increase through the use of Professional Learning Communities to support teacher data analysis, development and implementation of new strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through CIITS, Discovery Ed, and STAR Reading on a regular basis in classrooms to ensure content understanding and student growth.	Technology	08/12/2013	12/20/2016	\$500 - State Funds	All Classroom Teachers Margie McCoy Vickie Howard Loretta McKenzie

### Strategy9:

ReadingEggs - South Magoffin Elementary will use the ReadingEggs program with K-6 students to enhance student learning.

Category: Early Learning

Research Cited:

Activity - ReadingEggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to use the ReadingEggs program weekly in the computer lab and classroom. Progress is monitored online and reinforcement activities will be provided by the program.	Technology	10/01/2013	12/20/2016	\$1200 - General Fund	Margie McCoy, Loretta McKenzie, Christy Ward, Classroom Teachers, Resource teachers.

### Strategy10:

Daytime Extended School Services - South Magoffin Elementary will hire 1 daytime ESS coordinator and 3 Part-Time Teachers to provide individualized instruction for small groups of students in the area of language arts and Arts and Humanities. Students will be identified by Discovery Reading Assessments, K-PREP scores, and formative assessments. All students will be provide Arts and Humanities instruction on a rotating basis.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Research Cited:

Activity - Individualized Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500 - State Funds	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson

Activity - Arts and Humanities ESS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000 - District Funding	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward

## Goal 2:

Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.

### Measurable Objective 1:

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

### Strategy1:

Transition Day - During the last week of school all students will transition to the next grade level.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be invited to participate in a day camp to help prepare them for Kindergarten. Parents will meet the teacher and be given materials to assist in preparation for the school year.	Parent Involvement	05/06/2016	07/28/2016	\$0 - No Funding Required	Principal, Family Resource Coordinator, Kindergarten Staff

Activity - Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Head start will visit Kindergarten, Kindergarten will visit first grade, first will visit second etc...	Academic Support Program Other	05/16/2016	05/16/2017	\$0 - No Funding Required	All Staff

### Strategy2:

Data Analysis - Staff members will analyze instructional and assessment data to assist in reducing achievement gaps and novice.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Research Cited:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will divide into study groups to look at the achievement, gap, and growth data from the K-Prep results to find areas of strength and improvement. Principal and teacher leader will attend KASC Data Analysis sessions. Teacher leader and principal will then facilitate school level data analysis .	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff , DAC and Administrator

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data formally, staff members will develop a plan for curriculum to be addressed and identify sub populations to be targeted in each area.	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff, Administrator, and SBDM Members

Activity - Formative Assessment Data Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use formative assessment data (Discovery Education, STAR reading, common classroom assessments, CIITS tests, and other formal/informal assessments to identify instructional gaps and reduce learning barriers for subgroups.	Other	10/01/2013	12/20/2016	\$500 - State Funds	All Certified Staff Administrators SBDM Council

### Strategy3:

Parent Involvement - South Magoffin Elementary will use a variety of resources to communicate with parents on issues, such as attendance, achievement, and school related events.

Category: Continuous Improvement

Research Cited:

Activity - School Parent Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Debbie Swiney, Mark Rice, Johnnie Kay Minix

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson, Mark Rice, and Tammy Johnson

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson All Teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000 - State Funds	Jonnie Kay Minix and Principal

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

### Goal 1:

Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

### Strategy1:

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0 - Other	Margie McCoy, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School- Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000 - General Fund	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

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

## Goal 1:

Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

## Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

## Strategy1:

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School- Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000 - General Fund	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0 - Other	Margie McCoy, Classroom Teachers

## Goal 2:

Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.

## Measurable Objective 1:

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

## Strategy1:

Transition Day - During the last week of school all students will transition to the next grade level.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be invited to participate in a day camp to help prepare them for Kindergarten. Parents will meet the teacher and be given materials to assist in preparation for the school year.	Parent Involvement	05/06/2016	07/28/2016	\$0 - No Funding Required	Principal, Family Resource Coordinator, Kindergarten Staff

Activity - Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Head start will visit Kindergarten, Kindergarten will visit first grade, first will visit second etc...	Academic Support Program Other	05/16/2016	05/16/2017	\$0 - No Funding Required	All Staff

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 average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

### Strategy1:

Program Review - Teachers, administrators, and the SBDM Council will collaborate to write and implement a writing policy that will support all indicators in the writing program review rubric. Also, staff members will plan, document, and continuously review all indicators in each of the 4 areas of the Program Review Rubrics to ensure a well balanced delivery of the program of studies in every classroom.

Category: Continuous Improvement

Research Cited:

Activity - Policy Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and council members will draft and approve a school wide writing policy, Wellness Program, Assessment, Safe School, Curriculum, Primary Policy, and Instructional Practices.	Policy and Process	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff ,SBDM Council Members, Administrator

Activity - Report to Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will report at each council meeting on progress toward indicators within at least 2 areas of the program review. Each month a rotation of report areas will occur. Staff will report on all areas every 2 months.	Other	10/01/2013	12/20/2016	\$0 - State Funds	SBDM Council, School Administrator, Teacher Leaders and PLCs

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

## Strategy2:

Education Galaxy - Students will be provided the computer program Education Galaxy for reading, math and language mechanics in grades K-6 which is directly linked to common core standards.

Category: Integrated Methods for Learning

Research Cited:

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Education Galaxy computer program to supplement reading, math, and language mechanics curriculum.	Technology	08/17/2015	12/20/2016	\$1000 - General Fund	Computer lab teacher and classroom teachers

## Strategy3:

Target Groups - Teachers will identify students for small group instruction and identify specific instructional needs to be addressed through classroom instruction, ESS, and RTI.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will identify instructional needs of individual students and design small group instruction and individualized mini lessons to address those needs. (addresses School- Wide Title I component 1 and 9)	Direct Instruction	08/03/2015	12/20/2016	\$0 - No Funding Required	All Classroom Teachers and Mark Rice

Activity - Gifted and Talent Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as Gifted and Talented will be provided with additional support and instruction by classroom teachers and district Gifted Coordinator.	Academic Support Program	08/11/2014	12/20/2016	\$0 - Title I Schoolwide	Mary Jane McDaniels, Classroom Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive intervention in reading and math by support staff 2 to 3 times a week in a small group setting.	Academic Support Program	10/01/2013	12/20/2016	\$2500 - Title I School Improvement (ISI)	Christy Ward, Resource Teachers, Angie Gillum, and Margie McCoy

## Strategy4:

Math Initiative - Math teachers will implement Formative Assessment Lessons. These FALs will be used to monitor mastery of content and allow teachers to base instruction on individual student needs.

Category: Integrated Methods for Learning

Research Cited: FAL's and the Math Design Collaborative.



# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Monitoring Basic Skills Progress as a formative assessment measure to guide instruction.	Academic Support Program	10/05/2015	12/20/2016	\$0 - No Funding Required	All math classroom teacher

Activity - FAL's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$5000 - Other \$0 - Other	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard

## Strategy5:

Daytime Extended School Services - South Magoffin Elementary will hire 1 daytime ESS coordinator and 3 Part-Time Teachers to provide individualized instruction for small groups of students in the area of language arts and Arts and Humanities . Students will be identified by Discovery Reading Assessments, K-PREP scores, and formative assessments. All students will be provide Arts and Humanities instruction on a rotating basis.

Category: Continuous Improvement

Research Cited:

Activity - Individualized Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500 - State Funds	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson

Activity - Arts and Humanities ESS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000 - District Funding	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward

## Strategy6:

ReadingEggs - South Magoffin Elementary will use the ReadingEggs program with K-6 students to enhance student learning.

Category: Early Learning

Research Cited:

Activity - ReadingEggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to use the ReadingEggs program weekly in the computer lab and classroom. Progress is monitored online and reinforcement activities will be provided by the program.	Technology	10/01/2013	12/20/2016	\$1200 - General Fund	Margie McCoy, Loretta McKenzie, Christy Ward, Classroom Teachers, Resource teachers.

## Strategy7:

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Literacy Initiative - Teachers will be required to teach one Literacy Design Collaborative module per semester where students will read informational grade level text and complete all mini tasks necessary to produce a content appropriate writing piece in grades K-6.

Category: Integrated Methods for Learning

Research Cited:

Activity - Three Modes of Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend an update training on the Three Modes of Writing provided by content teacher leaders. All new classroom teachers will attend a in-depth training on the use of the Three Modes of Writing. Teachers will implement findings into classroom instruction.	Professional Learning	10/01/2013	12/20/2016	\$0 - Other	Classroom Teachers, Resource and Support Staff.

Activity - PBS Learning Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete Program Review : Writing a KET PD Self Paced Course on PBS Teacherline in PLC groups.	Professional Learning	09/10/2015	12/20/2016	\$0 - No Funding Required	All teachers

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 will keep a writing journal. Teachers will provide opportunities for writing across the curriculum. All students will keep a writing journal that includes practice for each of the Three Modes of Writing. Teachers will provide feedback to guide revisions.	Direct Instruction	10/01/2013	05/27/2016	\$0 - Other	Classroom teachers, Resource Teachers

## Strategy8:

Professional Learning Communities - Student achievement will increase through the use of Professional Learning Communities to support teacher data analysis, development and implementation of new strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Professional Learning Communities to discuss student work, formative assessment, and to guide instruction decisions. ( addresses School-Wide Title I Components 2, 7, and 8)	Professional Learning	08/03/2015	12/20/2016	\$0 - No Funding Required	Mark Rice

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through CIITS, Discovery Ed, and STAR Reading on a regular basis in classrooms to ensure content understanding and student growth. Data will be assess during PLC meetings.	Technology	08/12/2013	12/20/2016	\$500 - State Funds	All Classroom Teachers Margie McCoy Vickie Howard Loretta McKenzie

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

## Strategy9:

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0 - Other	Margie McCoy, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School- Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000 - General Fund	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster

## Strategy10:

Accelerated Reader/STAR - Students will use the Accelerated Reader and STAR reading programs to increase reading proficiency.

Students will be provided and AR goal each nine weeks.

Category: Integrated Methods for Learning

Research Cited:

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided high interest books at all ability levels. Students will take a computerized test weekly to increase reading levels.	Technology	10/01/2013	12/20/2016	\$500 - Title I Schoolwide	Christy Ward, Classroom Teachers, and Support Staff.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested each 9 weeks to determine reading levels and intervention strategies to be used in the classroom. AR goals will be determined based on test results.	Technology	10/01/2013	12/20/2016	\$500 - Other	Christy Ward

## Goal 2:

Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in 2015 to 62.2% in 2017.

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

## Measurable Objective 1:

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

### Strategy1:

Parent Involvement - South Magoffin Elementary will use a variety of resources to communicate with parents on issues, such as attendance, achievement, and school related events.

Category: Continuous Improvement

Research Cited:

Activity - School Parent Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Debbie Swiney, Mark Rice, Johnnie Kay Minix

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000 - State Funds	Jonnie Kay Minix and Principal

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson, Mark Rice, and Tammy Johnson

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson All Teachers

### Strategy2:

Data Analysis - Staff members will analyze instructional and assessment data to assist in reducing achievement gaps and novice.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data formally, staff members will develop a plan for curriculum to be addressed and identify sub populations to be targeted in each area.	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff, Administrator, and SBDM Members

Activity - Formative Assessment Data Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use formative assessment data (Discovery Education, STAR reading, common classroom assessments, CIITS tests, and other formal/informal assessments to identify instructional gaps and reduce learning barriers for subgroups.	Other	10/01/2013	12/20/2016	\$500 - State Funds	All Certified Staff Administrators SBDM Council

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will divide into study groups to look at the achievement, gap, and growth data from the K-Prep results to find areas of strength and improvement. Principal and teacher leader will attend KASC Data Analysis sessions. Teacher leader and principal will then facilitate school level data analysis .	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff , DAC and Administrator

### Strategy3:

Transition Day - During the last week of school all students will transition to the next grade level.

Category: Continuous Improvement

Research Cited:

Activity - Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Head start will visit Kindergarten, Kindergarten will visit first grade, first will visit second etc...	Other Academic Support Program	05/16/2016	05/16/2017	\$0 - No Funding Required	All Staff

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be invited to participate in a day camp to help prepare them for Kindergarten. Parents will meet the teacher and be given materials to assist in preparation for the school year.	Parent Involvement	05/06/2016	07/28/2016	\$0 - No Funding Required	Principal, Family Resource Coordinator, Kindergarten Staff

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

## Measurable Objective 1:

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

## Strategy1:

Education Galaxy - Students will be provided the computer program Education Galaxy for reading, math and language mechanics in grades K-6 which is directly linked to common core standards.

Category: Integrated Methods for Learning

Research Cited:

Activity - Education Galaxy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Education Galaxy computer program to supplement reading, math, and language mechanics curriculum.	Technology	08/17/2015	12/20/2016	\$1000 - General Fund	Computer lab teacher and classroom teachers

## Strategy2:

Daytime Extended School Services - South Magoffin Elementary will hire 1 daytime ESS coordinator and 3 Part-Time Teachers to provide individualized instruction for small groups of students in the area of language arts and Arts and Humanities. Students will be identified by Discovery Reading Assessments, K-PREP scores, and formative assessments. All students will be provide Arts and Humanities instruction on a rotating basis.

Category: Continuous Improvement

Research Cited:

Activity - Arts and Humanities ESS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000 - District Funding	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward

Activity - Individualized Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500 - State Funds	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson

## Strategy3:

ReadingEggs - South Magoffin Elementary will use the ReadingEggs program with K-6 students to enhance student learning.

Category: Early Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - ReadingEggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to use the ReadingEggs program weekly in the computer lab and classroom. Progress is monitored online and reinforcement activities will be provided by the program.	Technology	10/01/2013	12/20/2016	\$1200 - General Fund	Margie McCoy, Loretta McKenzie, Christy Ward, Classroom Teachers, Resource teachers.

## Strategy4:

Discovery Education - Teachers will create probes and use resources provided by the Discovery Education program to supplement our reading and math program.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through Discovery Education Reading and Math Benchmark Assessments, Brigance, and STAR Reading to ensure content understanding and student growth. (addresses School- Wide Title I Components 3, 7, and 8)	Academic Support Program	08/03/2015	12/20/2016	\$4000 - General Fund	Loretta McKenzie, Margie McCoy, Tonya Dawson, Christy Ward, Stephanie Lemaster

Activity - Discovery Education Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the resources provided by Discovery Education 30 minutes three times a week. Probes will be created to use as formative and summative assessment.	Technology	10/01/2013	12/20/2016	\$0 - Other	Margie McCoy, Classroom Teachers

## Strategy5:

Target Groups - Teachers will identify students for small group instruction and identify specific instructional needs to be addressed through classroom instruction, ESS, and RTI.

Category: Integrated Methods for Learning

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive intervention in reading and math by support staff 2 to 3 times a week in a small group setting.	Academic Support Program	10/01/2013	12/20/2016	\$2500 - Title I School Improvement (ISI)	Christy Ward, Resource Teachers, Angie Gillum, and Margie McCoy

Activity - Gifted and Talent Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as Gifted and Talented will be provided with additional support and instruction by classroom teachers and district Gifted Coordinator.	Academic Support Program	08/11/2014	12/20/2016	\$0 - Title I Schoolwide	Mary Jane McDaniels, Classroom Teachers

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Activity - Research Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will identify instructional needs of individual students and design small group instruction and individualized mini lessons to address those needs. (addresses School- Wide Title I component 1 and 9)	Direct Instruction	08/03/2015	12/20/2016	\$0 - No Funding Required	All Classroom Teachers and Mark Rice

## Strategy6:

Accelerated Reader/STAR - Students will use the Accelerated Reader and STAR reading programs to increase reading proficiency. Students will be provided and AR goal each nine weeks.

Category: Integrated Methods for Learning

Research Cited:

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested each 9 weeks to determine reading levels and intervention strategies to be used in the classroom. AR goals will be determined based on test results.	Technology	10/01/2013	12/20/2016	\$500 - Other	Christy Ward

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided high interest books at all ability levels. Students will take a computerized test weekly to increase reading levels.	Technology	10/01/2013	12/20/2016	\$500 - Title I Schoolwide	Christy Ward, Classroom Teachers, and Support Staff.

## Strategy7:

Math Initiative - Math teachers will implement Formative Assessment Lessons. These FALs will be used to monitor mastery of content and allow teachers to base instruction on individual student needs.

Category: Integrated Methods for Learning

Research Cited: FAL's and the Math Design Collaborative.

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Monitoring Basic Skills Progress as a formative assessment measure to guide instruction.	Academic Support Program	10/05/2015	12/20/2016	\$0 - No Funding Required	All math classroom teacher

Activity - FAL's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers will implement Formative Assessment Lessons. These lessons will be used to drive instruction and check for mastery of content which will allow for more individualized instruction.	Professional Learning	10/01/2013	12/20/2016	\$0 - Other \$5000 - Other	Steve Cole, Math Teacher Leader, Classroom Teachers, Vickie Howard

## Goal 2:

Increase the average combined Reading and Math K-Prep proficiency ratings for all students in the non duplicated gap group from 44.6% in



# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

2015 to 62.2% in 2017.

## Measurable Objective 1:

demonstrate a proficiency in Reading and Math for the non duplicated gap group by 12/20/2016 as measured by K-Prep.

### Strategy1:

Parent Involvement - South Magoffin Elementary will use a variety of resources to communicate with parents on issues, such as attendance, achievement, and school related events.

Category: Continuous Improvement

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The South Magoffin Elementary Resource Center will provide services and funding to improve parent involvement and student performance. Staff members will participate in home visits. School Supplies will be provided through the center for students in need.	Parent Involvement	10/01/2013	12/20/2016	\$1000 - State Funds	Jonnie Kay Minix and Principal

Activity - School Parent Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary Parent Liaison, Debbie Swiney will coordinate parent volunteers, Title I Parent Meetings, and provide parents with instructional strategies and resources.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Debbie Swiney, Mark Rice, Johnnie Kay Minix

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Magoffin Elementary will utilize School Messenger to contact parents of student absences and school events.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson, Mark Rice, and Tammy Johnson

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents can utilize Infinite Campus/ Parent Portal to view and monitor student progress, attendance, and achievement.	Parent Involvement	10/01/2013	12/20/2016	\$0 - No Funding Required	Tonya Dawson All Teachers

### Strategy2:

Data Analysis - Staff members will analyze instructional and assessment data to assist in reducing achievement gaps and novice.

Category: Continuous Improvement

Research Cited:

**KDE Comprehensive School Improvement Plan**

South Magoffin Elementary

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data formally, staff members will develop a plan for curriculum to be addressed and identify sub populations to be targeted in each area.	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff, Administrator, and SBDM Members

Activity - Formative Assessment Data Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use formative assessment data (Discovery Education, STAR reading, common classroom assessments, CIITS tests, and other formal/informal assessments to identify instructional gaps and reduce learning barriers for subgroups.	Other	10/01/2013	12/20/2016	\$500 - State Funds	All Certified Staff Administrators SBDM Council

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will divide into study groups to look at the achievement, gap, and growth data from the K-Prep results to find areas of strength and improvement. Principal and teacher leader will attend KASC Data Analysis sessions. Teacher leader and principal will then facilitate school level data analysis .	Other	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff , DAC and Administrator

**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:**

Increase the average combined Reading and Math K-Prep scores for elementary school students from 46.0% to 62.7 % by 2017.

**Measurable Objective 1:**

collaborate to increase the overall reading and math for South Magoffin from 41.0 to 52.7 by 12/20/2016 as measured by K-Prep scores.

**Strategy1:**

Program Review - Teachers, administrators, and the SBDM Council will collaborate to write and implement a writing policy that will support all indicators in the writing program review rubric. Also, staff members will plan, document, and continuously review all indicators in each of

## KDE Comprehensive School Improvement Plan

South Magoffin Elementary

the 4 areas of the Program Review Rubrics to ensure a well balanced delivery of the program of studies in every classroom.

Category: Continuous Improvement

Research Cited:

Activity - Report to Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will report at each council meeting on progress toward indicators within at least 2 areas of the program review. Each month a rotation of report areas will occur. Staff will report on all areas every 2 months.	Other	10/01/2013	12/20/2016	\$0 - State Funds	SBDM Council, School Administrator, Teacher Leaders and PLCs

Activity - Policy Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and council members will draft and approve a school wide writing policy, Wellness Program, Assessment, Safe School, Curriculum, Primary Policy, and Instructional Practices.	Policy and Process	10/01/2013	12/20/2016	\$0 - State Funds	All Certified Staff ,SBDM Council Members, Administrator

### Strategy2:

Literacy Initiative - Teachers will be required to teach one Literacy Design Collaborative module per semester where students will read informational grade level text and complete all mini tasks necessary to produce a content appropriate writing piece in grades K-6.

Category: Integrated Methods for Learning

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 will keep a writing journal. Teachers will provide opportunities for writing across the curriculum. All students will keep a writing journal that includes practice for each of the Three Modes of Writing. Teachers will provide feedback to guide revisions.	Direct Instruction	10/01/2013	05/27/2016	\$0 - Other	Classroom teachers, Resource Teachers

Activity - PBS Learning Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete Program Review : Writing a KET PD Self Paced Course on PBS Teacherline in PLC groups.	Professional Learning	09/10/2015	12/20/2016	\$0 - No Funding Required	All teachers

Activity - Three Modes of Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend an update training on the Three Modes of Writing provided by content teacher leaders. All new classroom teachers will attend a in-depth training on the use of the Three Modes of Writing. Teachers will implement findings into classroom instruction.	Professional Learning	10/01/2013	12/20/2016	\$0 - Other	Classroom Teachers, Resource and Support Staff.

### Strategy3:

SY 2015-2016

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# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

Daytime Extended School Services - South Magoffin Elementary will hire 1 daytime ESS coordinator and 3 Part-Time Teachers to provide individualized instruction for small groups of students in the area of language arts and Arts and Humanities . Students will be identified by Discovery Reading Assessments, K-PREP scores, and formative assessments. All students will be provide Arts and Humanities instruction on a rotating basis.

Category: Continuous Improvement

Research Cited:

Activity - Arts and Humanities ESS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be provided Arts and Humanities instruction on a rotating basis.	Academic Support Program	09/03/2014	12/20/2016	\$10000 - District Funding	Heniretta Fletcher Joyce Joseph Tonya Dawson Christy Ward

Activity - Individualized Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction 3 times a week for 30-35 minutes during ESS and RTI time in areas of need.	Tutoring	10/01/2013	12/20/2016	\$2500 - State Funds	Henrietta Fletcher, Joyce Joseph, Christy Ward, and Tonya Dawson

#### Strategy4:

Professional Learning Communities - Student achievement will increase through the use of Professional Learning Communities to support teacher data analysis, development and implementation of new strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Professional Learning Communities to discuss student work, formative assessment, and to guide instruction decisions. ( addresses School-Wide Title I Components 2, 7, and 8)	Professional Learning	08/03/2015	12/20/2016	\$0 - No Funding Required	Mark Rice

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the common assessments provided through CIITS, Discovery Ed, and STAR Reading on a regular basis in classrooms to ensure content understanding and student growth. Data will be assess during PLC meetings.	Technology	08/12/2013	12/20/2016	\$500 - State Funds	All Classroom Teachers Margie McCoy Vickie Howard Loretta McKenzie

#### Goal 2:

Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (TPGES).

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

## Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing professional growth plans as measured by the training and guidance provided during the preparatory pilot phase by 12/20/2016 as measured by TPGES .

## Strategy1:

Writing Professional Growth Plans in CIITS - Teachers will create Professional Growth Plans and Students Growth Goals based on academic data, student performance and self reflections.

Category: Continuous Improvement

Research Cited:

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training on the development of Professional Growth goals using the Charlotte Danielson Framework for Teaching.	Professional Learning	09/09/2013	12/20/2016	\$1000 - Grant Funds	Mark Rice and Angela Skaggs

Activity - PBS TeacherLine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete Professional Learning for Peer Observers online course on Edviation.	Professional Learning	09/09/2013	12/20/2016	\$1000 - Grant Funds	Mark Rice and Angela Skaggs

Activity - Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement data from Discovery Ed., STAR Reading, K-Prep and formative assessments each grading period or as needed to develop or update student growth goals.	Direct Instruction	09/30/2013	12/20/2016	\$0 - No Funding Required	Mark Rice and all teachers

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		



# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

South Magoffin Elementary

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

South Magoffin Elementary

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

South Magoffin Elementary

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

All Certified Staff and SBDM Council members.

## 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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

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

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



**Communications**

Overall Rating: 3.0

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

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

# KDE Comprehensive School Improvement Plan

South Magoffin Elementary

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

**Decision Making**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

# KDE Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

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

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

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

## Community Partnerships

Overall Rating: 2.0

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

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

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

## Reflection

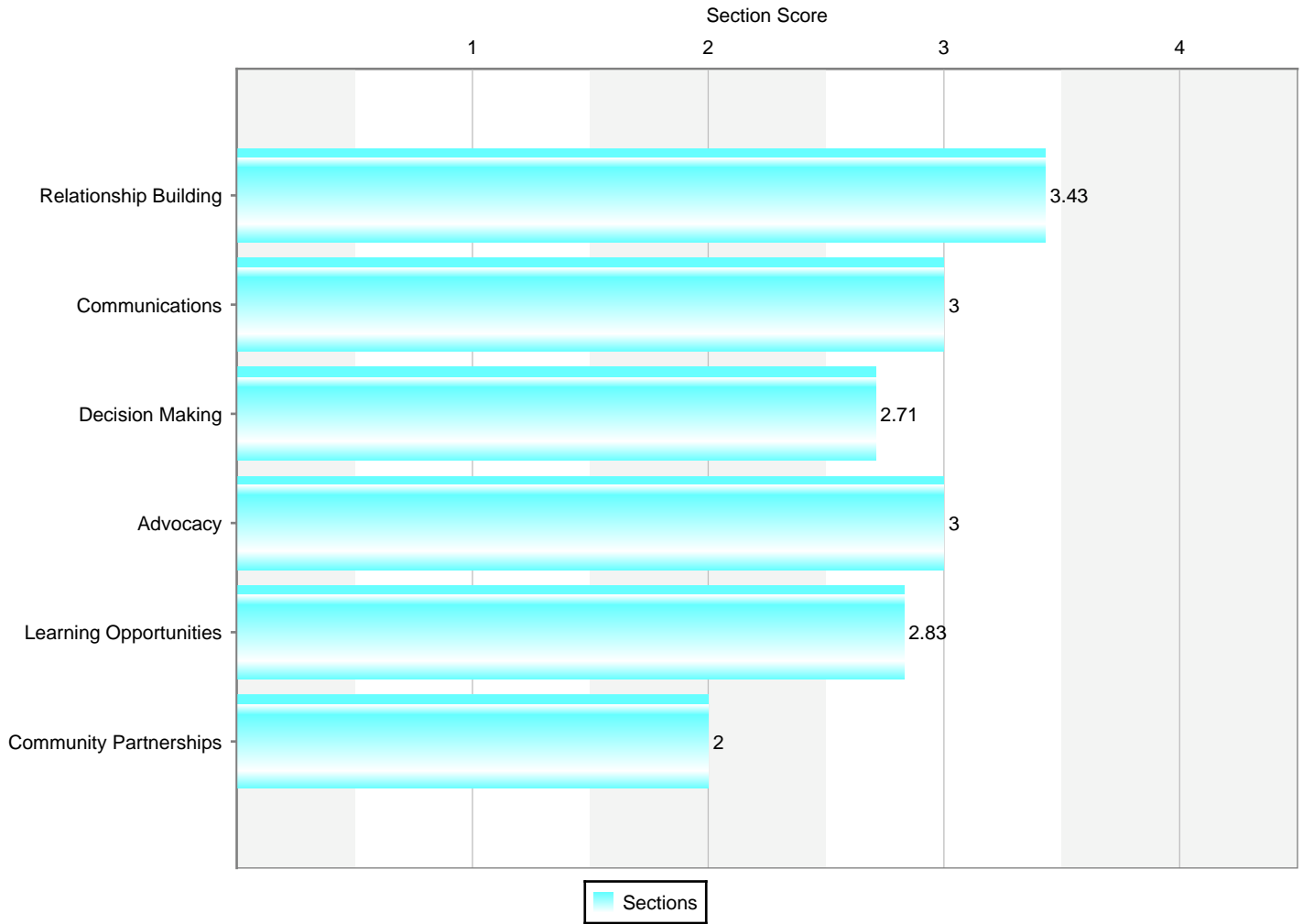
**Reflect upon your responses to each of the Missing Piece objectives.**

Based upon our responses we need to get businesses and community organizations more involved with the school and success of our students.



## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The CSIP/ Assessment PLC meetings as needed to develop the CSIP plan. Committee member selected by staff, to represent a variety of stakeholders within the school and community. Meetings are scheduled after school to accommodate all stakeholders.

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

Members consist of a variety of stakeholders within the school and community. The committee is made up of Principal, Counselor, Classroom teachers, Resource Teacher, Instructional Assistant, and a parent. Their responsibilities include data analysis of K-PREP and TELL Survey results. This team will also update CSIP.

**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 School Improvement Plan is presented to faculty for additional input before the completed plan is presented to the SBDM for final approval. Plan is discussed during staff meetings and SBDM council meetings to discuss needed changes.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The SBDM Council adopted a policy requiring the development and adoption of an EMP. This policy is updated and approved by the council each year.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 2015	

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

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

**KDE Comprehensive School Improvement Plan**

South Magoffin Elementary

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	August 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	A LEAD Report is conducted each year by district and school personnel to ensure that all schools are staffed with highly effective educators.	

**What are the barriers identified?**

No barriers are currently identified all classrooms are staffed with effective educators.

**What sources of data were used to determine the barriers?**

The LEAD report, SBDM teachers assignments, and TPGES evaluation system.

**What are the root causes of those identified barriers?**

No barriers were identified.

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

Teachers that have been evaluated using the Charlotte Danielson's Framework for teaching have scored accomplished according to the CIITS reports.

## 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.**

Minority and low income students are assigned using the same method as all other students.

**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?**

All students are provided services by the same highly effective teachers.

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

Certified teachers are hired based on needs identified in data analysis. SBDM council places teachers based on certification.

**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 school recruits teachers that are highly effective in their field knowing that all students are serviced by the same group of teachers in a departmentalized setting.

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

No incentives are currently offered.

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

Teachers are assigned a highly effective KTIP trained resource teacher to guide them during their first year. A teacher leader is available to assist teachers in all content areas. The district has a New Teacher Academy that provides resource beyond those available at the school level.

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

Teachers are assigned professional learning task on PBS Learning Media and Edvations. District Instructional Supervisor provides additional professional learning support.

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

TELL survey is used to identify weaknesses and strengths of the school. Strategies are put in place to target areas of weakness.

## **Questions**

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

Our goal is to ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (TPGES). The objective is to collaborate to ensure that all teachers are trained and coached in writing professional growth plans as measured by the training and guidance provided during the preparatory pilot phase by May 27, 2016 as measured by TPGES. All activities are created to provide support for teachers to become effective in all areas.