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KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan

Salyersville Grade School

Magoffin County

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TABLE OF CONTENTS

KDE Compliance and Accountability - Schools

KDE Assurances - School

The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Our school consists of approximately 452 students kindergarten thru sixth grade. We also have headstart students who attend our school. Our school's population has about 85% of our students recieving free lunch. It is located in a small town in eastern Kentucky. We have 38 certified staff members at our school. Some challenges our school faces is our students are from mostly low income homes. On March 2, 2012 our school was heavily damaged by an F-3 tornado. Since that time we have made great strides in returning to the technological advances that we had prior to the disaster. We slowly continue to overcome these obstacles created by the natural disaster, but still haven't fully recovered. However, we will continue to rise to the challege and build on the skills that will assist our students in being productive and proficient students. We think we are unique because we believe our students can achieve at high levels regardless of their circumstances and will use the resources we have to build on all students being successful.

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.

"Every child is a masterpiece. Every teacher is an artist who infuses expression and thought into each individual masterpiece." Janet D. Milita This quote expresses our vision for Salyersville Grade School. Our teachers and staff believe that everyone at SGS has the creative ability to impact the students entrusted to us. It is our teachers' intention to craft that learning by painting in a multitude of colors that are as varied as the students that they teach, not just in one color for all students. They believe that it is not enough to just put forth knowledge but to challenge students to question and think about their learning from every angle possible. They realize that they are sculpting each student to embrace the future by crafting learning that is as individualized as the students themselves. Teachers and staff alike understand that they must use many tools and techniques to construct the foundation for our students' learning since our opportunities last for only seven years and our students leave SGS as unfinished works of art. It is our hope, that in these critical years, we infuse such desire for learning that the masterpiece evolves as its life progresses. If we accomplish that, then we truly have created an exquisite collection of original works.

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.

Extracurricular Activities:

SGS offers activities for students including Math-A-Letes, Academic Team, School Choir, Girls Basketball, Boys Basketball, Football, Dance Team, Cheerleading, CYC, 4-H, afterschool Dances, and K-KIDS Club for 5th and 6th grade students. Students participate in the annual Christmas parade, Founder's Day and School Hillbilly Day. Accelerated Reader(AR) participants attend the AR Carnival. The Top 50 AR scorers earned a trip to a Lexington bookstore.

Awards & Recognitions:

Boys Basketball team won runner-up in the MCEAA tournament.

Cheerleading Team was runner-up in the MCEAA tournament.

Dance team won runner-up in the MCEAA tournament.

What We Are Doing To Improve:

Our staff is determined to provide instruction meeting the needs of all students.

In the next three years our school would like to improve the quality of teaching and learning for all students in all programs. We want to make sure our students have the skills that will assist them in being productive citizens. We want to have students demonstrate understanding beyond a paper-and-pencil test making them 21st century learners. We want to ensure a school-wide natural integration of the program skills across all contents, beyond the program areas. We want to use data to drive instruction that is common core based and alligned with Kentucky's goals. We are currently using Discovery Education and CIITS to gather information about how to better educate students individual needs. We want to make sure our students are College Career Ready by building on a strong foundation for our primary students. We have implemented a strong Response to Intervention system that will ensure no student falls behind without intense interventions to help each individual child that is struggling with behavior and/or academics. We are providing professional development for staff for developing research based instructional practices (MDC's, LDC's, etc.). We have implemented TPGES and PPGES to ensure instructional practices are researched based and shown to be effective. We have also implemented practices that has improved our various school programs in the areas of K-3, writing, practical living, arts and humanities.

Additional Information

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

We would like for the public and community to know that the effects of the tornado we experienced has not reduced our desire to be one of the top schools in Kentucky. We are determined that our students will come out of this experience even better prepared for the 21st century. We know we are stronger than we were before, and as a community we have come together to rebuild. We have a wonderful community and we truly believe it takes a village to educate children to their highest potential and we will rise and meet that challenge.

2015-16 Salyersville Grade School Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2015-16 Salyersville Grade School Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49% in 2015 to 60.0% in 2017.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	$11600
2	Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Increase the combined reading and math K-Prep scores for Salyersville Grade School students from 39.1% to 67.2% in 2017	Objectives: 1 Strategies: 7 Activities: 13	Organizational	$387162
4	Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$3500
5	Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 33.0% in 2014 to 64.4% in 2017 as measured on Program Reviews.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
7	Salyersville Grade School will decrease the percent of novice by 50% by 2020	Objectives: 2 Strategies: 5 Activities: 5	Academic	$4200

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49% in 2015 to 60.0% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49% to 60% in 2017 by 05/31/2017 as measured by K-PREP .

Strategy 1:

Best Practice - All teachers will develop and implement lessons in language arts and math from PLC's. Principal Cole will monitor and provide feedback on payday Friday.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Analyze Data (addresses component # 1 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze student achievement by gap groups, relative to Common Core Standards from KPREP, district, and school assessment systems.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Quarterly Data Review from Discovery Education Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze data results from Discovery Education Assessments, that are alligned with Kentucky Common Core Standards, and use the results to make ongoing modifications to instruction relative to the data.	Technology	08/05/2015	05/31/2016	$3500	School Council Funds	All staff

Activity - Identify non-cognitive data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention. Keep accurate attendace records in Infinite Campus. All classroom teachers must develop a behavior plan for their classrooms.	Policy and Process	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Staffing (addresses component #3 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal, after consultation with SBDM, will determine the assignment of staff (all staff are highly qualified) to best serve the identified students.	Policy and Process	08/05/2015	05/31/2016	$0	No Funding Required	All Staff

Activity - Parent Involvement (Addresses Component #6 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involement strategies such as training parents on fluency and numeration. Develop a comprehensive plan to accelerate or increase parent involvement in the most effective manner.	Parent Involvement	08/05/2015	05/31/2016	$0	No Funding Required	Parent Involvement Coordinator

Activity - Gap Analysis of Sub-Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gender gaps, and those students who receive free/reduced lunch benefits, who are struggling in reading and math will be identified, and teachers will work to create ways to improve reading and math scores based on Discovery Education and K-Prep data.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Extended School Services (Addresses component #9 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance the present level of performance of students who are having difficulty in one or more content areas. To provide additional instruction to students who have been retained or are at risk of being retained. To close the achievement gap of low-performing students.	Academic Support Program	08/05/2015	05/31/2016	$2100	District Funding	All staff

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be implemented on a school-wide basis to meet the needs of the Non-duplicated Gap group.	Technology	08/05/2015	05/31/2016	$6000	Title VI	Principal

Goal 2: Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency for K-PREP scores from 46.1 in 2012 to 73.1 by 05/27/2016 as measured by K-PREP .

Strategy 1:

Literacy Initiative - Teachers will create models from LDC's to use as a formative assessment tool.

Category:

Research Cited: Bill Gates Foundation

Activity - LDC Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create modules to use as formative assessment to focus on differentiated instruction for student learning.	Academic Support Program	08/07/2014	05/29/2015	$0	No Funding Required	All Staff

Goal 3: Increase the combined reading and math K-Prep scores for Salyersville Grade School students from 39.1% to 67.2% in 2017

Measurable Objective 1:

collaborate to increase the combined reading and math from 39.1 to 54.1 by 05/31/2016 as measured by K-PREP.

Strategy 1:

Customer Service Iniative - The surveys will give feedback on ongoing adjustments that need to be made based on stakeholder feedback.

Category: Continuous Improvement

Activity - Missing Piece	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community and analyze results	Parent Involvement	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Welcoming Enviornment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create an ad hoc committee to identify first steps in creating a welcoming environment for students, their families and community.	Community Engagement	08/05/2015	05/31/2016	$0	No Funding Required	All Staff

Strategy 2:

CIITS (Addresses component #8 of the 10 components of Title I) - If school districts have access to the Continuous Instructional Improvement Technology System (CIITS), participate in professional growth opportunities and use CIITS to help support highly effective teaching and learning,

then more teachers and leaders will be able to help more students be proficient in reading and mathematics at the elementary and middle school levels.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - CIITS PD on Lesson Planner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CIITS trainings to create lessons aligned to common core statndards.	Academic Support Program	08/05/2015	05/31/2016	$0	District Funding	All staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS information to collect data analysis for K-PREP and Discovery Ed. and other assessments.	Academic Support Program	10/06/2015	05/31/2016	$0	No Funding Required	All staff

Activity - CIITS Idea Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Strategy 3:

Curriculum Assessment and Alignment - When the curriculum is aligned with the standards students will meet targets for K-PREP.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Curriculum Design Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will analyze curriculum to identify gaps. They will make necessary adjustments to curriculum. Utilize resources aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and imput. The team will review feeddback submitted, and revise if needed. Disseminate to teachers. Ensure that teachers implement the curriculum using best practices for instruction and assessment implementation throughout the year.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Strategy 4:

rti/ksi - IF schools have access to assessment data necessary to make intervention decisions for students not achieving academic goals;

and if schools analyze assessment data;

and if schools use the data to align evidence-based interventions to student needs as identified by the data;

and if schools implement academic interventions with fidelity,

then students will be successful in achieving academic goals and reaching proficiency.

Category: Learning Systems

Research Cited: Unbridled Learning Accountability Model Delivery Chain

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The intervention Team will look at academic (academic and behavioral) data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider large areas (Tier 1) of student needs according to Math benchmarks and Reading benchmarks on Discovery Ed. assessment data. Meet with PLC's to devlop plans to address gaps in insturctional planning or learner needs based on standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options. | Academic Support Program | 08/05/2015 | 05/31/2016 | $0 | No Funding Required | All staff |

Strategy 5:

School Readiness - If schools/districts and early childhood providers collaborate to ensure all children experience effective transitions from birth to school entry;

and if schools/districts appropriately assess all students with a common kindergarten entry assessment at school entry;

and if schools/districts and early childhood providers receive support through Leadership Networks;

then, more students enter kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade.

Category: Early Learning

Activity - Headstart Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a plan to make ensure all children experience effective transitions to entry. Gather transition data from headstart teachers. Disseminate school readiness definiton to incoming K students.	Policy and Process	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Strategy 6:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Category:

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Program Review process and other evidence to determine if the school literacy/writing plansshould be revised or updated. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - Library Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase reading material for students.	Academic Support Program	08/05/2015	05/31/2016	$2500	School Council Funds	Librarian

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
.5 library/reading specialist and 4.0 reading specialist/teachers.	Direct Instruction	08/05/2015	05/31/2016	$286362	Title I Schoolwide	Librarian and 4 teachers.

Strategy 7:

Math Initiative - If Kentucky districts and schools engage in self-assessment of their mathematics programs through analysis of data and create a plan based on this evaluation;

and if the plan includes an emphasis on number and algebraic thinking in individual classrooms and ongoing professional development for K-8 administrators and educators;

and if K-8 teachers engage in highly effective teaching practices in implementing targeted interventions related to number and operations and algebraic thinking ,

then more students in grades K-8 will move toward proficiency in mathematics.

Category:

Activity - Math Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.0 Teacher/Math Specialist.	Direct Instruction	08/05/2015	05/31/2016	$98300	Title I Schoolwide	2 teachers

Goal 4: Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16. by 05/15/2017 as measured by students entering kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade..

Strategy 1:

Readiness Screener - If students take a Readiness Screener before entering kindergarten we will be able to identify students who are ready for kindergarten.

Category:

Research Cited: Kentucky Initiative

Activity - Kindergarten screener implementation (addresses component #7 of the 10 components of title I)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students are sceened with Discovery Education.	Policy and Process	08/05/2015	05/31/2016	$3500	School Council Funds	All staff

Goal 5: Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 33.0% in 2014 to 64.4% in 2017 as measured on Program Reviews.

Measurable Objective 1:

collaborate to Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing   by 05/08/2017 as measured by Program Reviews..

Strategy 1:

Program Review Team Meetings - If schools engage in a thorough review of their program(s);

and if schools identify areas of program improvement;

and if schools adjust programs based on improvement plan;

and if evidence indicates improved student learning,

then schools will have proficient programs.

Category: Continuous Improvement

Research Cited: Unbridled Learning Accountability Model

Activity - Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have on going meetings to examine the rubrics used in each program review. Monitor adjustments for each program review.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Activity - K-3 Program Review Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on K-3 program review and it's implementation.	Academic Support Program	08/05/2015	05/31/2016	$0	No Funding Required	All staff

Goal 6: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 05/31/2016 as measured by the training and guidance provided during the prepatory pilot phase..

Strategy 1:

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

Category: Professional Learning & Support

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals	Professional Learning	08/05/2015	05/31/2016	$0	No Funding Required	Principal, Angela Skaggs

Activity - Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analzye student achievement data from Discovery Ed, STAR Reading, K-Prep	Direct Instruction	08/05/2015	05/31/2016	$0	No Funding Required	Principal, teachers

Strategy 2:

Professional Growth and Effectiveness System (addresses component #4 & #5 of the 10 components of Title I. - The Professional Growth and Effectiveness System will be utilized to ensure that all staff meet the goal of Next Generation Professionals.

Category:

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES PD 360 Module by all district and school administration	Professional Learning	08/05/2015	05/31/2016	$0	No Funding Required	Principal, Angela Skaggs

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of student growth goals based on student need as identified in school improvement plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long range target.	Policy and Process	08/05/2015	05/31/2016	$0	No Funding Required	Principal, Angela Skaggs

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection and student growth needs	Professional Learning	08/05/2015	05/31/2016	$0	No Funding Required	Principal, Angela Skaggs

Goal 7: Salyersville Grade School will decrease the percent of novice by 50% by 2020

Measurable Objective 1:

A total of 5 All Students will increase student growth by scoring at the apprentice level or higher in Reading by 06/30/2016 as measured by 2016 KPREP Assessment resulting in a 11% novice reduction..

(shared) Strategy 1:

Professional Learning Community - Teachers will hold monthly PLC's to examine assessment data, individual student growth goals, and students classroom

achievement to monitor student progress toward growth and to discuss instructional strategies to allow for students to achieve growth.

Category: Professional Learning & Support

Research Cited: Unbridled Learning Accountability Model

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold monthly PLC's to examine assessment data, individual student growth goals, and students classroom achievement to monitor student progress toward growth and to discuss instructional strategies to allow for students to achieve growth.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	All staff

Strategy 2:

Reading Extended School Services - ESS teacher will work with students scoring novice in the area of Reading, to address novice reduction using Study Island,

Reading Eggs, Accelerated Reader, etc... as well as teacher created activities will be utilized to increase reading scores and decrease novice rates.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance the present level of performance of students who are scoring at the level of novice in the content area of reading.	Academic Support Program	12/18/2015	06/30/2016	$2100	District Funding	All Staff

Strategy 3:

Literacy Design Collaborative - All teachers, with the exception of math teachers, will implement an LDC module in which students will be immersed in informational

reading and complete a writing project.

Category: Integrated Methods for Learning

Research Cited: Bill Gates Foundation

Activity - LDC Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, with the exception of math teachers, will implement an LDC module.	Direct Instruction	09/07/2015	06/30/2016	$0	No Funding Required	All Staff except Math teachers

Measurable Objective 2:

A total of 5 All Students will increase student growth by scoring at the apprentice level or higher in Mathematics by 06/30/2016 as measured by 2016 KPREP Assessment resulting in an 11% novice reduction.

(shared) Strategy 1:

Professional Learning Community - Teachers will hold monthly PLC's to examine assessment data, individual student growth goals, and students classroom

achievement to monitor student progress toward growth and to discuss instructional strategies to allow for students to achieve growth.

Category: Professional Learning & Support

Research Cited: Unbridled Learning Accountability Model

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold monthly PLC's to examine assessment data, individual student growth goals, and students classroom achievement to monitor student progress toward growth and to discuss instructional strategies to allow for students to achieve growth.	Academic Support Program	08/17/2015	06/30/2016	$0	No Funding Required	All staff

Strategy 2:

Math Extended School Services - ESS teacher will provide instruction to students scoring novice in the area of Math. To address novice reduction, teacher will utilize

web based programs such as Study Island, IXL, etc... as well as teacher created activities to increase Math scores and decrease novice rates.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Math ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance the present level of performance of students who are scoring at the level of novice in the content area of math.	Direct Instruction	08/17/2015	06/30/2016	$2100	District Funding	All Staff

Strategy 3:

Mathematics Design Collaborative - Math teachers will implement an MDC to engage students in a productive struggle that builds fluency with their procedural skills,

and deepens mathematical reasoning and understanding.

Category: Integrated Methods for Learning

Research Cited: Bill Gates Foundation

Activity - MDC Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement an MDC module.	Direct Instruction	08/17/2015	06/30/2016	$0	No Funding Required	All teachers that provide Math instruction.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	.5 library/reading specialist and 4.0 reading specialist/teachers.	Direct Instruction	08/05/2015	05/31/2016	$286362	Librarian and 4 teachers.
Math Specialist	2.0 Teacher/Math Specialist.	Direct Instruction	08/05/2015	05/31/2016	$98300	2 teachers
				Total	$384662	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math ESS	To enhance the present level of performance of students who are scoring at the level of novice in the content area of math.	Direct Instruction	08/17/2015	06/30/2016	$2100	All Staff
CIITS PD on Lesson Planner	Teachers will implement CIITS trainings to create lessons aligned to common core statndards.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
Extended School Services (Addresses component #9 of the 10 components of Title I)	To enhance the present level of performance of students who are having difficulty in one or more content areas. To provide additional instruction to students who have been retained or are at risk of being retained. To close the achievement gap of low-performing students.	Academic Support Program	08/05/2015	05/31/2016	$2100	All staff
ESS	To enhance the present level of performance of students who are scoring at the level of novice in the content area of reading.	Academic Support Program	12/18/2015	06/30/2016	$2100	All Staff
				Total	$6300	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Technology will be implemented on a school-wide basis to meet the needs of the Non-duplicated Gap group.	Technology	08/05/2015	05/31/2016	$6000	Principal
				Total	$6000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quarterly Data Review from Discovery Education Results	Staff will analyze data results from Discovery Education Assessments, that are alligned with Kentucky Common Core Standards, and use the results to make ongoing modifications to instruction relative to the data.	Technology	08/05/2015	05/31/2016	$3500	All staff
Library Initiative	Purchase reading material for students.	Academic Support Program	08/05/2015	05/31/2016	$2500	Librarian
Kindergarten screener implementation (addresses component #7 of the 10 components of title I)	All kindergarten students are sceened with Discovery Education.	Policy and Process	08/05/2015	05/31/2016	$3500	All staff
				Total	$9500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Intervention Team	The intervention Team will look at academic (academic and behavioral) data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider large areas (Tier 1) of student needs according to Math benchmarks and Reading benchmarks on Discovery Ed. assessment data. Meet with PLC's to devlop plans to address gaps in insturctional planning or learner needs based on standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
K-3 Program Review Training	Train teachers on K-3 program review and it's implementation.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
PLC Meetings	Teachers will hold monthly PLC's to examine assessment data, individual student growth goals, and students classroom achievement to monitor student progress toward growth and to discuss instructional strategies to allow for students to achieve growth.	Academic Support Program	08/17/2015	06/30/2016	$0	All staff
Writing Program Review	Use the Program Review process and other evidence to determine if the school literacy/writing planss hould be revised or updated. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff

Headstart Initiative	This is a plan to make ensure all children experience effective transitions to entry. Gather transition data from headstart teachers. Disseminate school readiness definiton to incoming K students.	Policy and Process	08/05/2015	05/31/2016	$0	All staff
Staffing (addresses component #3 of the 10 components of Title I)	The Principal, after consultation with SBDM, will determine the assignment of staff (all staff are highly qualified) to best serve the identified students.	Policy and Process	08/05/2015	05/31/2016	$0	All Staff
Gap Analysis of Sub-Populations	Gender gaps, and those students who receive free/reduced lunch benefits, who are struggling in reading and math will be identified, and teachers will work to create ways to improve reading and math scores based on Discovery Education and K-Prep data.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
CIITS Idea Sharing	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
MDC Implementation	Math teachers will implement an MDC module.	Direct Instruction	08/17/2015	06/30/2016	$0	All teachers that provide Math instruction.
Data Analysis	Use CIITS information to collect data analysis for K-PREP and Discovery Ed. and other assessments.	Academic Support Program	10/06/2015	05/31/2016	$0	All staff
Professional Growth Plan	Development of Professional Growth Plan based on self-reflection and student growth needs	Professional Learning	08/05/2015	05/31/2016	$0	Principal, Angela Skaggs
Identify non-cognitive data	Identify non-cognitive data such as attendance, behavior and retention. Keep accurate attendace records in Infinite Campus. All classroom teachers must develop a behavior plan for their classrooms.	Policy and Process	08/05/2015	05/31/2016	$0	All staff
Program Review Team	Have on going meetings to examine the rubrics used in each program review. Monitor adjustments for each program review.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
Missing Piece	Develop, disseminate and collect surveys from families students and the school community and analyze results	Parent Involvement	08/05/2015	05/31/2016	$0	All staff
Monitor Student Growth Goals	Teachers will analzye student achievement data from Discovery Ed, STAR Reading, K-Prep	Direct Instruction	08/05/2015	05/31/2016	$0	Principal, teachers
Student Growth Goals	Development of student growth goals based on student need as identified in school improvement plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long range target.	Policy and Process	08/05/2015	05/31/2016	$0	Principal, Angela Skaggs
Welcoming Enviornment	Create an ad hoc committee to identify first steps in creating a welcoming environment for students, their families and community.	Community Engagement	08/05/2015	05/31/2016	$0	All Staff
Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals	Professional Learning	08/05/2015	05/31/2016	$0	Principal, Angela Skaggs

PPGES PD 360	Completion of PPGES PD 360 Module by all district and school administration	Professional Learning	08/05/2015	05/31/2016	$0	Principal, Angela Skaggs
Parent Involvement (Addresses Component #6 of the 10 components of Title I)	Research parental involement strategies such as training parents on fluency and numeration. Develop a comprehensive plan to accelerate or increase parent involvement in the most effective manner.	Parent Involvement	08/05/2015	05/31/2016	$0	Parent Involvement Coordinator
LDC Modules	Teachers will create modules to use as formative assessment to focus on differentiated instruction for student learning.	Academic Support Program	08/07/2014	05/29/2015	$0	All Staff
Analyze Data (addresses component # 1 of the 10 components of Title I)	All teachers will analyze student achievement by gap groups, relative to Common Core Standards from KPREP, district, and school assessment systems.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
Curriculum Design Team	Grade level teams will analyze curriculum to identify gaps. They will make necessary adjustments to curriculum. Utilize resources aligned to KCAS. Disseminate updated/revised curriculum to teachers to gather feedback and imput. The team will review feeddback submitted, and revise if needed. Disseminate to teachers. Ensure that teachers implement the curriculum using best practices for instruction and assessment implementation throughout the year.	Academic Support Program	08/05/2015	05/31/2016	$0	All staff
Student Data	Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	08/05/2015	05/31/2016	$0	All staff
LDC Implementation	All teachers, with the exception of math teachers, will implement an LDC module.	Direct Instruction	09/07/2015	06/30/2016	$0	All Staff except Math teachers
				Total	$0	

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 data tells our school how we are progressing toward our targets for achievement, gap, and growth. We want to analyze the data so we will know what strategies we need to incorporate for our school to make sure students meet the targets specified by KDE in 2017. We want to know what steps we can take to make sure all students show growth and are progressing toward proficiency. The data will show us which sub population is the lowest and what sub population is on target. The data tells us our strengths and weaknesses. The data doesn't tell us why some students aren't showing growth.

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?

The category of achievement was the highest for our school in reading. Our teaching methods will continually change to focus on needs acquired by data derived from instructional programs such as Discovery Education, ESS, RTI, etc. that are alligned to Kentucky Common Core Academic Standards. We will continue to collaborate within PLC's at each grade level and networking with educators throughout the district and region. Literacy Design Modules incorporating Closed Reading, Text Designed Questions, and Bloom's Taxonomy Questioning techniques will be strategies that will be used in classroom instruction. We will continue to utilize CIITs for planning and assessment.

We need to celebrate our achievement scores in Reading because our students performance levels highest percentage was proficient.

Opportunities for Improvement

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

Our overall score is 52.0 and our percentile rank is 29. Our classification is that of Needs Improvement/Progressing. Although our overall score raised from 43.2 to 52, our plan is to continue providing professional development for staff that is research based instructional practices (MDC's, LDC's, Formative Assessment, etc.). Continuation of PGES to ensure instruction is Common Core Standard based and instructional practices are research based and shown to be effective.

Target students needing academic intervention and provide classroom, small group, and individual interventions for struggling students.

Conclusion

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

The next steps are to make sure we have addressed rigor in assignments and assessments, we utilize resources such as CIITS and Discovery Education, we use differentiated instruction making sure all students show growth and achievement at high levels, and we will meet as committees with our program reviews and analyze results. Staff will use PLC's to target instructional strategies that are rigorous and aligned to Common Core Standards. We will ensure we have a strong RTI program to meet the needs of all students. We will use ESS as an educational resource to target students for intervention services.

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 proficiency ratings for all students in the non-duplicated gap group from 49% in 2015 to 60.0% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49% to 60% in 2017 by 05/31/2017 as measured by K-PREP .

Strategy1:

Best Practice - All teachers will develop and implement lessons in language arts and math from PLC's. Principal Cole will monitor and provide feedback on payday Friday.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Parent Involvement (Addresses Component #6 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involement strategies such as training parents on fluency and numeration. Develop a comprehensive plan to accelerate or increase parent involvement in the most effective manner.	Parent Involvement	08/05/2015	05/31/2016	$0 - No Funding Required	Parent Involvement Coordinator

Goal 2:

Increase the combined reading and math K-Prep scores for Salyersville Grade School students from 39.1% to 67.2% in 2017

Measurable Objective 1:

collaborate to increase the combined reading and math from 39.1 to 54.1 by 05/31/2016 as measured by K-PREP.

Strategy1:

Customer Service Iniative - The surveys will give feedback on ongoing adjustments that need to be made based on stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - Welcoming Enviornment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an ad hoc committee to identify first steps in creating a welcoming environment for students, their families and community.	Community Engagement	08/05/2015	05/31/2016	$0 - No Funding Required	All Staff

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 proficiency ratings for all students in the non-duplicated gap group from 49% in 2015 to 60.0% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49% to 60% in 2017 by 05/31/2017 as measured by K-PREP .

Strategy1:

Best Practice - All teachers will develop and implement lessons in language arts and math from PLC's. Principal Cole will monitor and provide feedback on payday Friday.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Parent Involvement (Addresses Component #6 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involement strategies such as training parents on fluency and numeration. Develop a comprehensive plan to accelerate or increase parent involvement in the most effective manner.	Parent Involvement	08/05/2015	05/31/2016	$0 - No Funding Required	Parent Involvement Coordinator

Goal 2:

Increase the combined reading and math K-Prep scores for Salyersville Grade School students from 39.1% to 67.2% in 2017

Measurable Objective 1:

collaborate to increase the combined reading and math from 39.1 to 54.1 by 05/31/2016 as measured by K-PREP.

Strategy1:

Customer Service Iniative - The surveys will give feedback on ongoing adjustments that need to be made based on stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - Missing Piece	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community and analyze results	Parent Involvement	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

Activity - Welcoming Enviornment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an ad hoc committee to identify first steps in creating a welcoming environment for students, their families and community.	Community Engagement	08/05/2015	05/31/2016	$0 - No Funding Required	All Staff

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

Goal 1:

 Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16. by 05/15/2017 as

measured by students entering kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade..

Strategy1:

Readiness Screener - If students take a Readiness Screener before entering kindergarten we will be able to identify students who are ready

for kindergarten.

Category:

Research Cited: Kentucky Initiative

Activity - Kindergarten screener implementation (addresses component #7 of the 10 components of title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students are sceened with Discovery Education.	Policy and Process	08/05/2015	05/31/2016	$3500 - School Council Funds	All staff

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

Goal 1:

 Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16. by 05/15/2017 as

measured by students entering kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade..

Strategy1:

Readiness Screener - If students take a Readiness Screener before entering kindergarten we will be able to identify students who are ready

for kindergarten.

Category:

Research Cited: Kentucky Initiative

Activity - Kindergarten screener implementation (addresses component #7 of the 10 components of title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students are sceened with Discovery Education.	Policy and Process	08/05/2015	05/31/2016	$3500 - School Council Funds	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 Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade

students from 46.1% in 2012 to 73.1% in 2016.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency for K-PREP scores from 46.1 in 2012 to 73.1 by 05/27/2016 as

measured by K-PREP .

Strategy1:

Literacy Initiative - Teachers will create models from LDC's to use as a formative assessment tool.

Category:

Research Cited: Bill Gates Foundation

Activity - LDC Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create modules to use as formative assessment to focus on differentiated instruction for student learning.	Academic Support Program	08/07/2014	05/29/2015	$0 - No Funding Required	All Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49% in 2015 to 60.0% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49% to 60% in 2017 by 05/31/2017 as measured by K-PREP .

Strategy1:

Best Practice - All teachers will develop and implement lessons in language arts and math from PLC's. Principal Cole will monitor and provide feedback on payday Friday.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Quarterly Data Review from Discovery Education Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze data results from Discovery Education Assessments, that are alligned with Kentucky Common Core Standards, and use the results to make ongoing modifications to instruction relative to the data.	Technology	08/05/2015	05/31/2016	$3500 - School Council Funds	All staff

Activity - Staffing (addresses component #3 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal, after consultation with SBDM, will determine the assignment of staff (all staff are highly qualified) to best serve the identified students.	Policy and Process	08/05/2015	05/31/2016	$0 - No Funding Required	All Staff

Activity - Analyze Data (addresses component # 1 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will analyze student achievement by gap groups, relative to Common Core Standards from KPREP, district, and school assessment systems.	Academic Support Program	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

Activity - Identify non-cognitive data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention. Keep accurate attendace records in Infinite Campus. All classroom teachers must develop a behavior plan for their classrooms.	Policy and Process	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be implemented on a school-wide basis to meet the needs of the Non-duplicated Gap group.	Technology	08/05/2015	05/31/2016	$6000 - Title VI	Principal

Activity - Gap Analysis of Sub-Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gender gaps, and those students who receive free/reduced lunch benefits, who are struggling in reading and math will be identified, and teachers will work to create ways to improve reading and math scores based on Discovery Education and K-Prep data.	Academic Support Program	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

Activity - Parent Involvement (Addresses Component #6 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involement strategies such as training parents on fluency and numeration. Develop a comprehensive plan to accelerate or increase parent involvement in the most effective manner.	Parent Involvement	08/05/2015	05/31/2016	$0 - No Funding Required	Parent Involvement Coordinator

Activity - Extended School Services (Addresses component #9 of the 10 components of Title I)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To enhance the present level of performance of students who are having difficulty in one or more content areas. To provide additional instruction to students who have been retained or are at risk of being retained. To close the achievement gap of low-performing students.	Academic Support Program	08/05/2015	05/31/2016	$2100 - District Funding	All staff

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 percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 33.0% in 2014 to 64.4% in 2017 as measured on Program Reviews.

Measurable Objective 1:

collaborate to Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing   by 05/08/2017 as measured by Program Reviews..

Strategy1:

Program Review Team Meetings - If schools engage in a thorough review of their program(s);

and if schools identify areas of program improvement;

and if schools adjust programs based on improvement plan;

and if evidence indicates improved student learning,

then schools will have proficient programs.

Category: Continuous Improvement

Research Cited: Unbridled Learning Accountability Model

Activity - Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have on going meetings to examine the rubrics used in each program review. Monitor adjustments for each program review.	Academic Support Program	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

Activity - K-3 Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on K-3 program review and it's implementation.	Academic Support Program	08/05/2015	05/31/2016	$0 - No Funding Required	All staff

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	ESS Gifted and Talented Program, PLC's, Discover Ed., Accelerated Reading Program, etc.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	First Steps	

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Site Based Decision Making Council and District Wide Policies.	

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Student & Professional Growth Training/Meetings documentation on file.	

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	PD certificates and sign in sheets on file at school and/or district level.	

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	Data Analysis, Certified Evaluation Training sign in sheets on file.	

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	Data Analysis sign in sheet on file.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Teacher monthly PLC's consisting of lesson plan review, individual student achievement, etc.	

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	ESS, RTI, etc...	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	SBDM/District policies as well as district wide parent liaison.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PD certificates and/or sign in sheets on file at school and/or district.	

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.magoffin.kyschools.us/5/Home	

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

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

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

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

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

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

SGS Staff Members, SBDM council members, SGS PTA, community leaders, etc...

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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

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

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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

Decision Making

Overall Rating: 3.0

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

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

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

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

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

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

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

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

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

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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: 3.33

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

	Statement or Question	**Response**	**Rating**
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

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

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

Community Partnerships

Overall Rating: 3.5

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

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

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

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

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

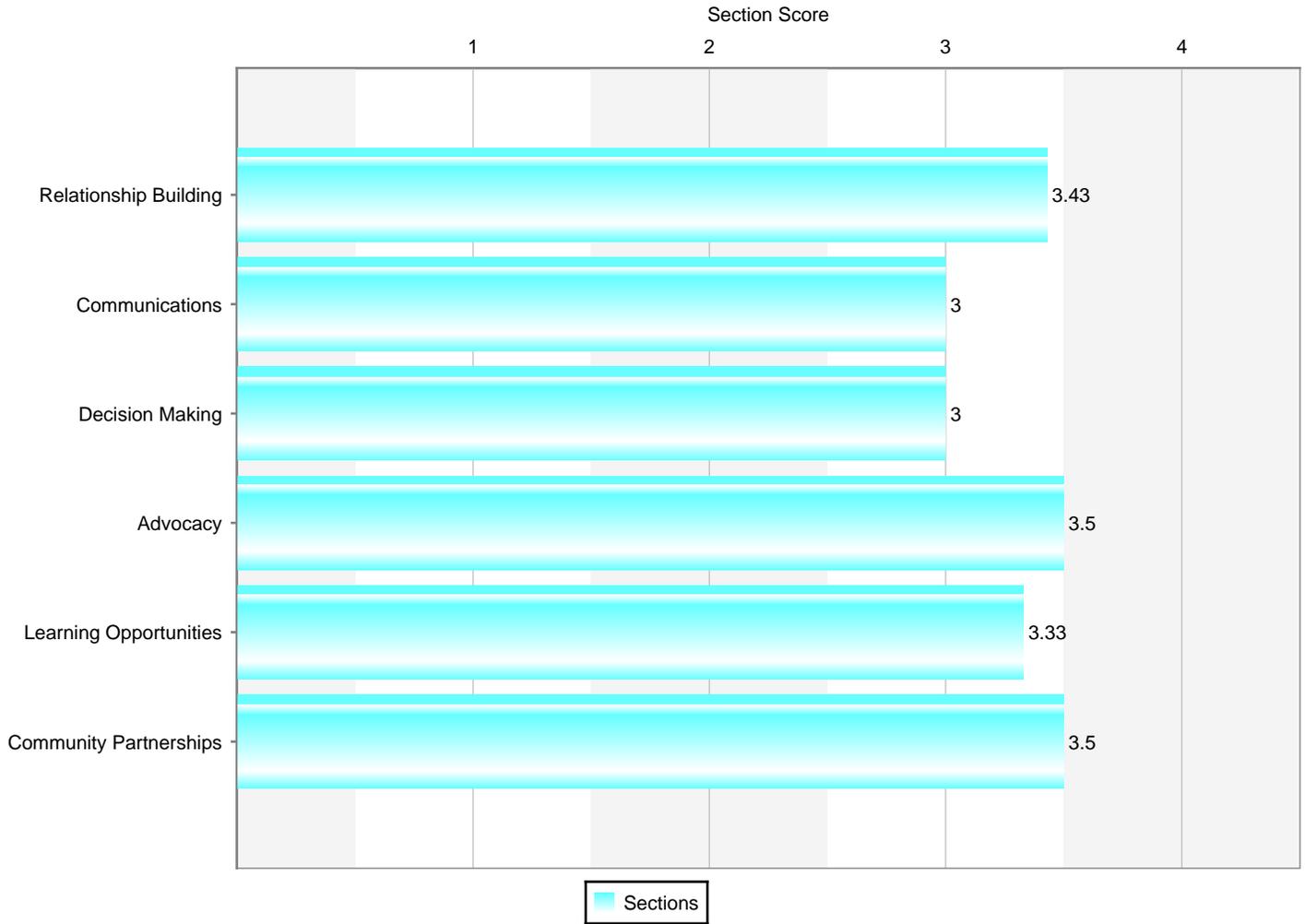|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders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

Reflection

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

Our school is located in a poor economic area with few opportunities for family members to achieve meaningful employment. Although there are areas that could be improved, we use every resource we can to help aid in our students achievement.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	3.43
Communications	3
Decision Making	3
Advocacy	3.5
Learning Opportunities	3.33
Community Partnerships	3.5

Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A PLC was formed to address our improvement plan. Members were selected to ensure that all stakeholders needs/ideas were addressed.

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

Teachers, support staff, parents, community leaders, etc... Each member offered ideas for school improvement.

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

The improvement plan was presented at the monthly SBDM council meeting. Information about the improvement plans presentation was communicated to all stakeholders through various media.

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?	No	District Board of Education has policy that requires the development and revisions of an EMP.	

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	Each staff member is given a copy of the EMP when returning to work in August of each year.	

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

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	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		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drills - August 17th and 19th. Earthquake Drill - August 24th. Lockdown Drill - August 20th.	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Data Analysis was completed with the entire faculty and staff through KASC.	

What are the barriers identified?

Many of our students come to us lacking the basic skills necessary to succeed in school and they also lack parental support that is conducive to their education. So many of our students come form homes where
no one has the ability to help them with basic math or reading skills. Although, ESS is offered, there is no funding available for transportation, so those students who need help the most aren't able to attend after school sessions.

What sources of data were used to determine the barriers?

KPREP Results
Discovery Ed Bench Marks
RTI Data
ESS Teacher referrals
STAR Reading scores
Study Island Bench Marking tests
Teacher records
Grades

What are the root causes of those identified barriers?

Our curriculum is not align vertically. There appears to be gaps in instruction in
content areas. Low economic background of the community.

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

Formal and informal observations indicate that teachers are performing at the Accomplished rating. Salyersville Grade School has a diverse staff consisting of teachers in their first year to experienced teachers with 27 plus years of teaching experience. The majority of the teaching staff has focused their professional growth in the domains 3 - Instruction and 4 - Professional Responsibilities.

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.

All SGS teachers are Highly Qualified. Students are randomly placed in homerooms using the computer generated program Infinite Campus. The administrative team then reviews the rosters to ensure that there is an equitable division of low income students and to determine if any problems areas are present (i.e. student a doesn't get along with student b or student and best friend are separated.) Administration also takes into account parental requests.

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 SGS teachers are Highly Qualified. Students are randomly placed in homerooms using the computer generated program Infinite Campus. The administrative team then reviews the rosters to ensure that there is an equitable division of low income students.

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

Through data analysis, administration continuously monitors areas of concern to promote student achievement. Student growth is a key factor in determining teacher assignment and in the hiring process. However, due to low student numbers, we don't have a high turnover rate staff.

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?

By following state statutes and regulations, federal regulations, and board policies.

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

Due to low student numbers, we don't have a high turnover rate of staff. However, we do provide supports (daily planning, limited extra-curricular duties, etc..) to teachers and challenge them to further their students achievements.

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

We use the PGES as a tool to assist new teachers with student engagement, lesson planning, and evaluation. New teachers are paired with experienced teachers to provide support.

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

Teacher growth goals are based on PGES evaluations and Student Voice results and professional development that is job embedded and research based is implemented.

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

TELL results are discussed with staff members and teacher needs are addressed accordingly to promote a more positive environment.

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 students receive access to the best education we can provide. Students are selected for classes randomly and minority/low socioeconomic students receive the same quality education as non-minority students.