



Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Edmonson County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|--|--|---------|-------------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p> | I acknowledge that I have uploaded the School Equity Data. | | Equitable Access - 5/6 Center |

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

K-Prep data and TPGES data show that teachers at the 5th/6th Center are effective educators. Over 80% of the teachers at the fifth sixth center have over 4 years of experience. There are no first year teachers in the building, but for the first time, we are able to provide our less experienced teachers with an experienced teacher to act as a literacy and instructional coach to further develop professional expertise in our fields.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers to equitable access to effective educators were identified.

Currently there are no National Board Certified teachers in our school.

Root causes to barriers were identified:

National Board Certification is costly and there is a lack of education about the certification process among teachers in the district, however the district has taken a greater role this school year in making teachers aware of the process.

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| Label | Assurance | Response | Comment | Attachment |
|------------------|---|---|---------|---------------------|
| Goal Setting (4) | <p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p> | I acknowledge that I have uploaded the School Equity Goal Data. | | School Equity Goals |

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

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

Measurable Objective 1:

collaborate to improve teaching strategies with less experienced teachers by 05/31/2017 as measured by improved classroom and K-Prep performance.

Strategy1:

Instructional Strategies - Literacy Specialist will provide coaching to less experienced teachers in effective teaching strategies.

Category: Professional Learning & Support

Research Cited:

| Activity - Learning Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|----------------------------|--|
| Literacy specialist will provide coaching of appropriate learning strategies for teachers. | Professional Learning | 08/01/2016 | 05/31/2017 | \$20000 - District Funding | Principal, teachers, literacy specialist |

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Measurable Objective 2:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

| Activity - Program Review Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams. | Professional Learning | 08/01/2014 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers, other program review team members |

Strategy2:

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

Category: Continuous Improvement

Research Cited:

| Activity - Working Conditions Goal (Tell Survey) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------|
| Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 - Other | Principal, Teachers |

| Activity - Tell Survey Exploration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------|
| Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | All Certified Staff |

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Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Alan Talley, Principal

Renee Webb, Literacy Specialist

Miranda Brown, Counselor/BAC

Amanda Vincent, Teacher

Angie Hughes, Teacher

Laura Grace Vincent, Parent

Lorie Wardlow, Parent

Relationship Building

Overall Rating: 3.0

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

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

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

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 2.4 | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | 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. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

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

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

Communications

Overall Rating: 2.71

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

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

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

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

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

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

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

Decision Making

Overall Rating: 2.57

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

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

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

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

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

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

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

Advocacy

Overall Rating: 2.5

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

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

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

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council. | Apprentice |

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

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

Learning Opportunities

Overall Rating: 2.5

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.33

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

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

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

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

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

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

Reflection

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

Areas of strength: Relationship building and Communications

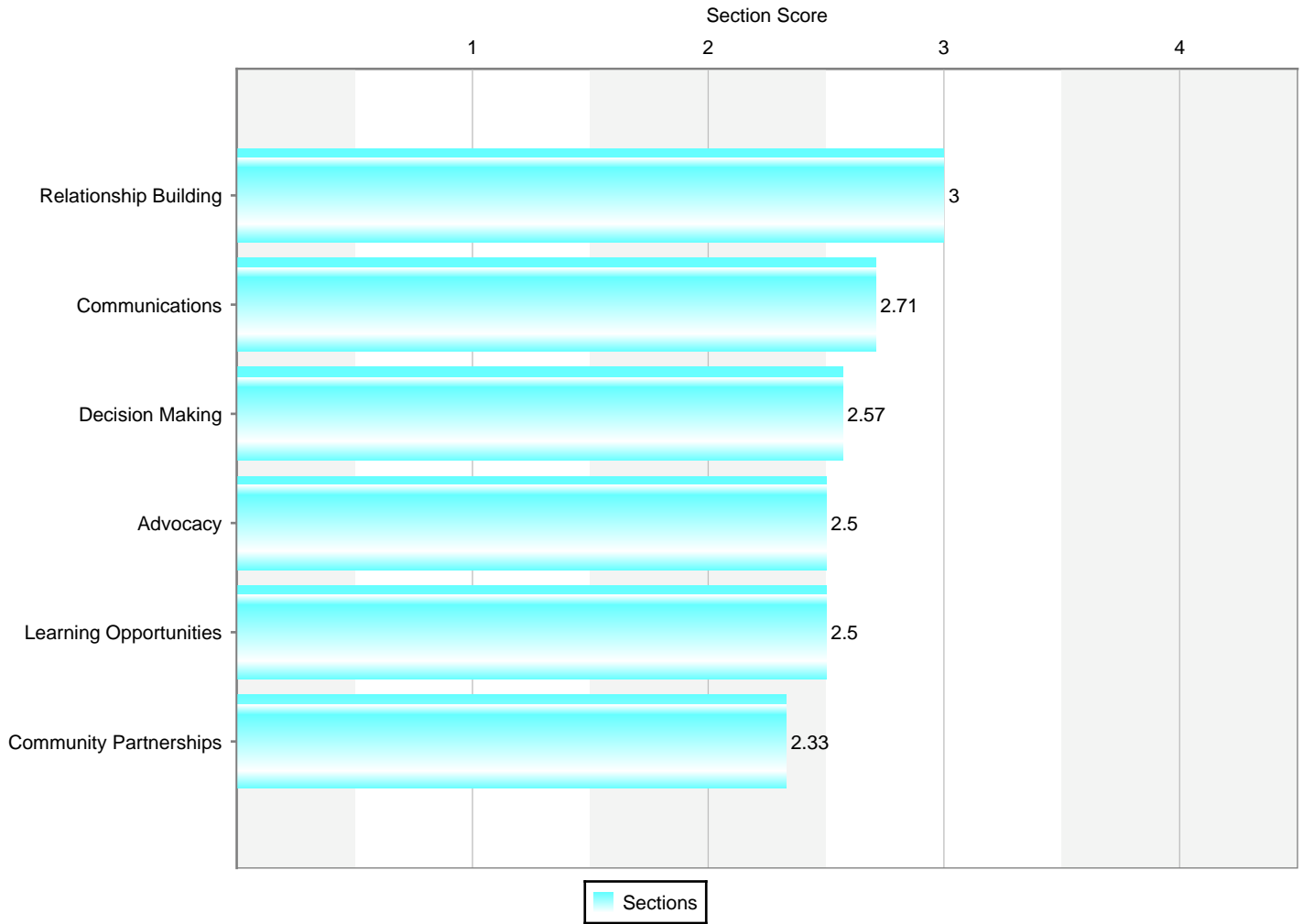
Staff will continue to reach out to parents, and communicate on a regular basis through use of class Dojo and/or other forms of communication..

Areas of need: Community Partnerships.

Principal is actively seeking input from partners identified through the FRYSC program.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

During Open House activities, parents encourage to actively participate in both SBDM and the PTO organization. Improvement plan is discussed during Fall SBDM meetings. Regular meetings are scheduled, but are often times rescheduled to fit schedules of parents.

The primary personnel/stakeholders responsible for the development of our school's improvement plan are the principal and the literacy specialist with input from the school's BAC. These three people work as a leadership team to spearhead the improvement plan. In order to engage a variety of other stakeholders, the school has an Improvement Plan committee consisting of both classified and certified staff stakeholders within the school. This committee consists of volunteers; however, the principal may assign other members based upon need and/or interest.

Committee meetings may be scheduled throughout the year based on the need and changes of our Improvement Plan. Committee members are informed in advance of our meetings and usually some or all of the leadership team leads the meetings with committee member input.

Our SBDM Council members have access to our Improvement Plan annually and as it changes from year to year. Our council meets each month. All meetings are open to the public sector. The Improvement plan is shared at least two times annually with our SBDM Council and is ultimately approved by our council. At any given time or meeting of the council, there is opportunity for Improvement Plan items to be placed on the agenda for discussion and/or approval regarding the plan. Stakeholders on the council were selected with teachers voting for three teacher representatives and parents at a spring PTO meeting electing two parent representatives. All SBDM council members must receive annual training to have a seat upon the council.

Other stakeholders may include our local board of education members consisting of our superintendent and five elected representatives from various districts in our school district along with our Supervisor of Instruction. Although our local board does not approve our school's Improvement Plan, it does receive the opportunity to make suggestions and/or ask questions of the school's administration when our Improvement Plan components are presented at the school's annual board meeting. Furthermore, the board uses our school's improvement plan in order to help develop our district's improvement plan. Our improvement plan is always open to our public sector and may be accessed or reviewed upon request by various stakeholders in our community.

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

Our leadership team is primarily responsible for the development. Our SBDM Curriculum Committee, consisting of both classified and certified staff, has the freedom to review our Improvement Plan and may do so as needed, for so many components of our Improvement Plan are directly related to our school's curriculum. If this committee chooses to make changes of our Improvement Plan, they would need to present these changes to our school's SBDM Council for approval. Our SBDM council, consisting of three teachers from various grade levels and/or subject areas and two parent representatives, reviews our school's Improvement Plan at least twice each school year and ultimately is the body that approves our school's plan. At each review and/or approval, the council has the right to suggest changes, reject the plan.

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approve the plan and/or ask questions regarding the plan's development. Our council meetings are always open to the public sector, so other public stakeholders have the opportunity for input regarding the development and adoption of our Improvement Plan. If warranted, an Improvement Plan Committee, consisting of both certified and classified personnel, reviews, discusses and makes suggestions for our Improvement Plan.

If needed these suggestions are shared with the entire faculty and staff prior to being sent to our SBDM Council for final approval. Our local board members, consisting of our district's superintendent and five in-district elected members, have the opportunity to make suggestions to the school's plan. Our district's Supervisor of Instruction works closely with the leadership team at our school and may serve as a liaison between our board and our school regarding the development of our school's plan, since each school's plan is utilized in the development of our school district's overall Improvement plan.

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

Once the plan has been approved by the SBDM council, the final copy is communicated with staff members at the next faculty meeting with opportunities for teachers to have more in depth discussions during PLCs. The plan will be uploaded to the school webpage for all stakeholders to access with a copy placed in the teacher handbook for all certified staff.

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

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Stakeholders review academic (K-PREP, KDE school report card, and school level assessment data) and non-academic data (TELL survey and Family Resource Center Community Needs Survey) to determine the needs for school improvement.

Tell Survey Results: EC 5/6 Center had 100% participation in the 2015 TELL survey.

Areas of strength included Use of Time, Community Support & Involvement, Managing Student Conduct, and School and Teacher Leadership.

Concerns identified included areas of professional development:

- 1) sufficient resources available for PD
- 2) PD that deepens teachers' content knowledge and
- 3) PD is evaluated and results are communicated to teachers.

Family Resource Center Community Needs Survey Results: 212 surveys were returned during the 2016-2017 survey. Respondents were asked to identify problems or issues that the school needed to address. Below is a ranking of the problems/issues identified along with the number of responses identifying that issue.

Bullying - 171

Alcohol & drug use - 74

School Safety - 59

Physical Health - 58

Tobacco use - 55

Nutrition - 54

The survey does not include specifics on the types of bullying (i.e. physical bullying, verbal bullying, covert or hidden bullying, or cyber-bullying).

K-PREP ACHIEVEMENT DATA:

What percentage of students are scoring at the proficient or distinguished levels in each subject area? Has the percentage of proficient and distinguished scores increased or decreased from 2015?

Reading: 60% (2014- 56% 2015 - 52%)

Math : 53% (2014 - 50% 2015- 42%)

Social Studies: 56% (2014 - 40% 2015- 54%)

On-Demand Writing 52% (2014 - 43% 2015- 45%)

Language Mechanics: 49% (2014 - 45% 2015 - 50%)

Analysis:

Reading Achievement - Novice and apprentice numbers were reduced in 5th grade from 53% in 2015 to 47% in 2016. In 6th grade that group was reduced from 44% in 2015 to 35% in 2016. The greatest P/D improvement in reading occurred in 6th grade while the 5th grade P/D remains at 2014 levels.

Math Achievement - Our percentage of students scoring novice was reduced from 17% to 10% and our percentage of students scoring
SY 2016-2017

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proficient and distinguished was increased from 42% to 53%.

Social Studies - There was a 2% reduction in novice and 2% increase in P/D.

On-Demand Writing - While there was a slight increase in the percentage of novice scorers, there was a 7% increase in students scoring P/D.

Language mechanics- Percentages remained nearly identical to previous year's scores.

K-PREP GAP DATA

Are our gap students performing as well as their non-gap group peers? What is the percentage of students scoring proficient and distinguished in each area?

Reading: 60% (2014- 49% 2015 - 45%)

Math : 53% (2014 - 45% 2015- 53%)

Social Studies: 56% (2014 -30% 2015- 50%)

On-Demand Writing: 52% (2014 -38% 2015 -38%)

Language Mechanics: 49% (2014 -36% 2015- 47%)

Analysis:

Gap students made considerable gain last year with a 15% improvement in reading, a 17% improvement in math, 14% improvement in on-demand writing, and a 6% improvement in social studies. Novice reduction targets were also met in all areas (i.e. free/reduced lunch, IEP, and non-duplicated gap group) for reading and math.

K-PREP GROWTH DATA :

What percent of students had typical or higher than average growth? (Student Growth Percentile)

Reading: 59% met growth goal

Math : 67% met growth goal

What percent of students moved from a performance level (NAPD) to a higher level or remained at proficient or distinguished? (Categorical Growth)

Reading: 65%

Math: 65%

Analysis: Students were above the state averages for SGP in math and CG in reading and math.

The report card also shows an attendance rate of 95%.

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?

AREAS OF STRENGTH:

1. EC 5/6 Center was above the state average for overall Achievement in reading, math, writing on-demand, and language mechanics.
2. EC 5/6 Center gap group followed the same trend as the overall Achievement group and made great improvements over previous gap group scores.
3. EC 5/6 Center made all of our novice reduction goals.

Overall score: 76.9 distinguished/progressing

This is the highest performance score obtained by our school.

Academic achievement is an area of strength. EC 5/6 Center made very deliberate changes in curriculum (i.e. teaching and assessing standards, implementation of curriculum maps and pacing guides) and assessment (i.e. formative and summative assessments, and extended response) in order to meet the intent of the Common Core Standards. While we were above the state average for most of our tested areas under the Next Generation Learner profile and celebrate our successes, we feel that all areas require due vigilance in order to meet individual student needs and continue to progress.

Continued use of PLCs for reflection and identifying student needs will help promote further academic achievement. Utilizing all personnel in their area of expertise (i.e. special education, gifted & talented, instructional assistants) will enable teachers to focus on individual student achievement, novice reduction and growth.

Opportunities for Improvement

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

Continued improvement in all three areas of Achievement, Gap and Growth are needed in order to continue to improve and remain at least at the proficiency level. Some improvement steps have already been introduced prior to release of data and are ongoing:

1. Continued standard refinement among grade levels and across grade levels.
2. Progress monitoring of standards implementation.
2. Assignment of support personnel to better meet individual needs in the areas of reading and math.
3. Implementation of reading and math diagnostics to help guide instruction and remediation.
4. Use of norm reference type assessments to help gauge student progress towards K-PREP readiness.
5. Use of STAR Enterprise data to help guide individual and group instruction.
6. Careful assignment of personnel who provides accommodations. (Build rapport)
7. Model classroom assessments after state testing format.
8. Provide Professional Development on effective teaching strategies.

As with most schools, we need to continue working to close the gap among our non duplicated gap students. This year we are continuing to focus on gap students and providing additional support for them where needed.

Because we are a 5-6 school, our growth score stems from student growth from fourth to fifth grade and then fifth to sixth. Aside from having more difficult learning standards, these students must learn new staff members, switch classes, and are expected to show learning with more extended response items which has proven difficult for some students. Because there is no longer a data set that shows how school's are performing in the different subgroups (i.e. Operations & Algebraic Thinking, Number and Operations in Base Tens, Fractions, Measurement & Geometry) on the KPREP, it is difficult to try and determine where students are having the most success and/or difficulties.

Instructional time has been adjusted to allow for more individual and small group instruction in order for ALL students to improve, not just those who scored novice or apprentice. To increase higher level thinking and student performance on extended response items, classes will continue to implement strategies for:

1. Close Reading (Directed Reading - Thinking Activity)
2. Higher level questioning strategies
3. Small group work using Common Core Clinics
4. Extended Response items built into regular classroom assessments.
5. Timed testing.

To address the non-academic areas of concern, the principal has elected to set a PG goal pertaining to professional development. Teachers were surveyed and results were used to schedule PD opportunities for the year.

Conclusion

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

By utilizing the expertise of our teachers, staff, and parents, we have an overall snapshot of the direction our school is headed. We feel that we need to continue to maintain our vigilance with assessing students frequently in order to guide all instruction and implement more targeted interventions in order for students to achieve at higher and higher levels. Teachers have more awareness of individual student needs through PLC analysis and reflection on data and are able to make better decisions regarding instruction. Teachers will continue to provide data driven instruction to all students. Community considerations will also be a factor in determining and solving student needs.

The 5/6 Center staff will continue to gain a better understanding of the Common Core Standards. Teachers will use professional learning opportunities to revisit their classroom standards, pacing guides, as well as rewriting learning targets. Teachers will also use these opportunities in order to have a renewed focus of daily differentiation within the classroom.

2016-2017 Consolidated School Improvement Plan

Overview

Plan Name

2016-2017 Consolidated 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 | Gap Goal - The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card. | Objectives: 2 Strategies: 3 Activities: 5 | Academic | \$1100 |
| 2 | Proficiency Goal - Increase the combined reading and math K-Prep scores to the delivery target of 67.1 by 2017 as evidenced by the school report card. | Objectives: 1 Strategies: 3 Activities: 4 | Organizational | \$500 |
| 3 | Barriers to Learning - The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$500 |
| 4 | Professional Growth - The Edmonson County 5/6 Center faculty/staff will continue to collaborate to improve instruction school-wide. | Objectives: 2 Strategies: 3 Activities: 5 | Organizational | \$20500 |
| 5 | Novice Reduction Goal -The Edmonson County 5/6 Center will reduce Novice scores in both Reading and Math; current combined goals are set and evidenced by the school report card. | Objectives: 2 Strategies: 1 Activities: 2 | Organizational | \$1000 |
| 6 | CCR Goal - Increase the percentage of students scoring proficient and/or distinguished in reading and math in order to be college/career ready. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |

Goal 1: Gap Goal - The Edmonson County 5/6 Center will increase achievement for all student gap groups; proficiency rates within gap groups will increase from 47% in 2014 to 73.5% in 2019 as measured by the school report card.

Measurable Objective 1:

64% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2017 as measured by K-Prep results.

Strategy 1:

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

Category: Professional Learning & Support

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

| Activity - ELA Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Principal, All 5/6 Center Staff |

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

(shared) Strategy 2:

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

Category: Teacher PGES

Research Cited: K-prep data

| Activity - Math/Reading Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|------------|------------|-------|------------------|--|
| Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Principal, Math Teachers, Special Education Teachers |
|---|--------------------|------------|------------|-------|------------------|--|

(shared) Strategy 3:

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

Category: Continuous Improvement

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

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$300 | District Funding | Math/Reading teachers, Leadership Team, Principal |

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Reading/Math teachers, ESS teachers, Leadership team, principal |

Measurable Objective 2:

62% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2017 as measured by K-Prep results.

(shared) Strategy 1:

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

Category: Teacher PGES

Research Cited: K-prep data

| Activity - Math/Reading Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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| | | | | | | |
|---|--------------------|------------|------------|-------|------------------|--|
| Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Principal, Math Teachers, Special Education Teachers |
|---|--------------------|------------|------------|-------|------------------|--|

(shared) Strategy 2:

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

Category: Continuous Improvement

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

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$300 | District Funding | Math/Reading teachers, Leadership Team, Principal |

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Reading/Math teachers, ESS teachers, Leadership team, principal |

Goal 2: Proficiency Goal - Increase the combined reading and math K-Prep scores to the delivery target of 67.1 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2017 as measured by K-Prep data and analysis.

Strategy 1:

Professional Development - Professional Development opportunities will be provided based on John Hattie's research on effective strategies.

Category: Professional Learning & Support

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

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| Activity - Highly Qualified Educators | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals. | Recruitment and Retention | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Principal, SBDM Council |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|----------------------------------|
| All staff will receive quality professional development opportunities on the following areas: Visible Learning, Technology integration, vocabulary instruction, leading classroom discussions, and differentiated instruction. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 | District Funding | Principal, SBDM, certified staff |

Strategy 2:

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

Category: Continuous Improvement

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| Grade Level PLC's are structured to collaborate on instruction, assessment, and curriculum alignment. The groups meet weekly. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Principal, Teachers |

Strategy 3:

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

Category:

| Activity - Funding | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---|
| These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction. | Other | 07/01/2015 | 05/31/2017 | \$0 | Other | District Staff, SBDM, Principal, Teachers |

Goal 3: Barriers to Learning - The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2017 as measured by K-Prep data and analysis.

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Strategy 1:

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

Category:

| Activity - Parent Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|---------------------|
| Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Grandparent's breakfast, Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings. | Community Engagement | 08/01/2015 | 05/31/2017 | \$500 | District Funding | All Certified Staff |

| Activity - Family Resource Center | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|----------------------------|
| Utilize support services/activities offered by the FRC | Community Engagement | 08/01/2015 | 05/31/2017 | \$0 | FRYSC | FRYSC, Principal, Teachers |

Strategy 2:

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

Category: Management Systems

| Activity - Transition Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | District Staff, Principal, and Teachers |

Goal 4: Professional Growth - The Edmonson County 5/6 Center faculty/staff will continue to collaborate to improve instruction school-wide.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy 1:

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

Category: Continuous Improvement

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| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | All Certified Staff |
| Activity - Tell Survey Exploration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | No Funding Required | Principal, teachers |
| Activity - Working Conditions Goal (Tell Survey) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 | Other | Principal, Teachers |

Strategy 2:

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

Category: Professional Learning & Support

| Activity - Program Review Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams. | Professional Learning | 08/01/2014 | 05/31/2017 | \$0 | No Funding Required | Principal, teachers, other program review team members |

Measurable Objective 2:

collaborate to improve teaching strategies with less experienced teachers by 05/31/2017 as measured by improved classroom and K-Prep performance.

Strategy 1:

Instructional Strategies - Literacy Specialist will provide coaching to less experienced teachers in effective teaching strategies.

Category: Professional Learning & Support

| Activity - Learning Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Literacy specialist will provide coaching of appropriate learning strategies for teachers. | Professional Learning | 08/01/2016 | 05/31/2017 | \$20000 | District Funding | Principal, teachers, literacy specialist |

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

Measurable Objective 1:

collaborate to reduce Novice scores for free/reduced students by 10% each year by 05/30/2019 as measured by K-Prep results.

(shared) Strategy 1:

Progress Monitoring (Novice Reduction) - Students scoring novice on previous years' K-PREP will be targeted for additional instruction and monitored monthly for growth and improvement. This data will also be used to design appropriate instructional strategies to meet the needs of these students.

Category: Continuous Improvement

Research Cited: Number of Novice student scores on 2016 K-Prep tests along with scoring trends from previous K-Prep scores.

| Activity - Progress Monitoring (Novice Reduction) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Math/Reading Teachers, Principal |
| Activity - Targeted Interventions (Novice Reduction) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Reading/Math Teachers, Principal |

Measurable Objective 2:

collaborate to reduce Novice scores for students with IEP's 10% each school year by 05/31/2019 as measured by K-Prep results.

(shared) Strategy 1:

Progress Monitoring (Novice Reduction) - Students scoring novice on previous years' K-PREP will be targeted for additional instruction and monitored monthly for growth and improvement. This data will also be used to design appropriate instructional strategies to meet the needs of these students.

Category: Continuous Improvement

Research Cited: Number of Novice student scores on 2016 K-Prep tests along with scoring trends from previous K-Prep scores.

| Activity - Progress Monitoring (Novice Reduction) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Math/Reading Teachers, Principal |

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| Activity - Targeted Interventions (Novice Reduction) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | District Funding | Reading/Math Teachers, Principal |

Goal 6: CCR Goal - Increase the percentage of students scoring proficient and/or distinguished in reading and math in order to be college/career ready.

Measurable Objective 1:

70% of All Students will achieve college and career readiness by being proficient or distinguished on common core standards in Reading by 05/31/2017 as measured by 2017 K-Prep scores.

Strategy 1:

Aligned Curriculum - All students will have access to a rigorous reading and math curriculum that in aligned to state standards.

Category: Learning Systems

| Activity - Direct Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will use pacing and guides and maps to design effective reading and math instruction. | Direct Instruction | 08/01/2016 | 05/31/2017 | \$0 | No Funding Required | Principal, Teachers, Literacy Specialist |

Strategy 2:

Progress Monitoring - Teachers will monitor growth and progress of all students in order to guide instruction and provide necessary interventions.

Category: Continuous Improvement

| Activity - Assessment/Data Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| During PLCs, teachers will review data to determine instructional needs of students. | Academic Support Program | 08/01/2016 | 05/31/2017 | \$0 | No Funding Required | Principal, Teachers, Literacy Specialist |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|--|----------------------|------------|------------|-------------------|----------------------------|
| Family Resource Center | Utilize support services/activities offered by the FRC | Community Engagement | 08/01/2015 | 05/31/2017 | \$0 | FRYSC, Principal, Teachers |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------------|---|-----------------------|------------|------------|-------------------|---|
| Working Conditions Goal (Tell Survey) | Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 | Principal, Teachers |
| Funding | These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction. | Other | 07/01/2015 | 05/31/2017 | \$0 | District Staff, SBDM, Principal, Teachers |
| Total | | | | | \$500 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|---------------------------|------------|------------|-------------------|--|
| Direct Instruction | Teachers will use pacing and guides and maps to design effective reading and math instruction. | Direct Instruction | 08/01/2016 | 05/31/2017 | \$0 | Principal, Teachers, Literacy Specialist |
| Highly Qualified Educators | Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals. | Recruitment and Retention | 08/01/2015 | 05/31/2017 | \$0 | Principal, SBDM Council |
| Professional Learning Communities | Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | All Certified Staff |

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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|-----------------------------------|---|--------------------------|------------|------------|------------|---|
| Targeted Interventions | Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 | Reading/Math teachers, ESS teachers, Leadership team, principal |
| Tell Survey Exploration | Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | Principal, teachers |
| ELA Intervention | Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$0 | Principal, All 5/6 Center Staff |
| Assessment/Data Teams | During PLCs, teachers will review data to determine instructional needs of students. | Academic Support Program | 08/01/2016 | 05/31/2017 | \$0 | Principal, Teachers, Literacy Specialist |
| Transition Activities | Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 | District Staff, Principal, and Teachers |
| Program Review Meetings | Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams. | Professional Learning | 08/01/2014 | 05/31/2017 | \$0 | Principal, teachers, other program review team members |
| Professional Learning Communities | Grade Level PLC's are structured to collaborate on instruction, assessment, and curriculum alignment. The groups meet weekly. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 | Principal, Teachers |
| Total | | | | | \$0 | |

District Funding

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

| | | | | | | |
|---|--|--------------------------|------------|------------|----------------|--|
| Targeted Interventions (Novice Reduction) | Specific Reading/Math standards will be targeted with specific students by using interim assessments (to decrease the number of novice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | Reading/Math Teachers, Principal |
| Parent Involvement | Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Grandparent's breakfast, Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings. | Community Engagement | 08/01/2015 | 05/31/2017 | \$500 | All Certified Staff |
| Progress Monitoring | Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$300 | Math/Reading teachers, Leadership Team, Principal |
| Professional Development | All staff will receive quality professional development opportunities on the following areas: Visible Learning, Technology integration, vocabulary instruction, leading classroom discussions, and differentiated instruction. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 | Principal, SBDM, certified staff |
| Math/Reading Intervention | Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$500 | Principal, Math Teachers, Special Education Teachers |
| Learning Strategies | Literacy specialist will provide coaching of appropriate learning strategies for teachers. | Professional Learning | 08/01/2016 | 05/31/2017 | \$20000 | Principal, teachers, literacy specialist |
| Progress Monitoring (Novice Reduction) | Teachers will focus on identified students by closely monitoring their progress on formative and summative assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$500 | Math/Reading Teachers, Principal |
| Total | | | | | \$23100 | |

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|-----------------|---|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | N/A | As a center serving 5th thru 6th grades, we do have preschool students. | |

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

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

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

| 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 | | |

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

| Activity - Program Review Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams. | Professional Learning | 08/01/2014 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers, other program review team members |

Strategy2:

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

Category: Continuous Improvement

Research Cited:

| Activity - Working Conditions Goal (Tell Survey) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------|
| Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 - Other | Principal, Teachers |

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

| Activity - Tell Survey Exploration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------|
| Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | All Certified Staff |

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

Professional Development - Professional Development opportunities will be provided based on John Hattie's research on effective strategies.

Category: Professional Learning & Support

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

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|--------------------------|----------------------------------|
| All staff will receive quality professional development opportunities on the following areas: Visible Learning, Technology integration, vocabulary instruction, leading classroom discussions, and differentiated instruction. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 - District Funding | Principal, SBDM, certified staff |

| Activity - Highly Qualified Educators | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------|------------|------------|---------------------------|-------------------------|
| Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals. | Recruitment and Retention | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, SBDM Council |

Strategy2:

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

Category:

Research Cited:

| Activity - Funding | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction. | Other | 07/01/2015 | 05/31/2017 | \$0 - Other | District Staff, SBDM, Principal, Teachers |

Strategy3:

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

Category: Continuous Improvement

Research Cited:

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Grade Level PLC's are structured to collaborate on instruction, assessment, and curriculum alignment. The groups meet weekly. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, Teachers |

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Measurable Objective 1:

62% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2017 as measured by K-Prep results.

Strategy1:

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

Category: Continuous Improvement

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

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Reading/Math teachers, ESS teachers, Leadership team, principal |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---|
| Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$300 - District Funding | Math/Reading teachers, Leadership Team, Principal |

Strategy2:

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

Category: Teacher PGES

Research Cited: K-prep data

| Activity - Math/Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--------------------------|--|
| Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$500 - District Funding | Principal, Math Teachers, Special Education Teachers |

Measurable Objective 2:

64% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2017 as measured by K-Prep results.

Strategy1:

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

Category: Professional Learning & Support

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

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

| Activity - ELA Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------------------|
| Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, All 5/6 Center Staff |

Strategy2:

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

Category: Continuous Improvement

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

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students). | Academic Support Program | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Reading/Math teachers, ESS teachers, Leadership team, principal |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---|
| Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary. | Academic Support Program | 08/01/2015 | 05/31/2017 | \$300 - District Funding | Math/Reading teachers, Leadership Team, Principal |

Strategy3:

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

Category: Teacher PGES

Research Cited: K-prep data

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

| Activity - Math/Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--------------------------|--|
| Teachers will identify struggling gap students using classroom formative assessments, IXL Math/Reading, and Star Math/Reading data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills. | Direct Instruction | 08/01/2015 | 05/31/2017 | \$500 - District Funding | Principal, Math Teachers, Special Education Teachers |

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

N/A (this question does not apply)

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

Goal 1:

CCR Goal - Increase the percentage of students scoring proficient and/or distinguished in reading and math in order to be college/career ready.

Measurable Objective 1:

70% of All Students will achieve college and career readiness by being proficient or distinguished on common core standards in Reading by 05/31/2017 as measured by 2017 K-Prep scores.

Strategy1:

Aligned Curriculum - All students will have access to a rigorous reading and math curriculum that in aligned to state standards.

Category: Learning Systems

Research Cited:

| Activity - Direct Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use pacing and guides and maps to design effective reading and math instruction. | Direct Instruction | 08/01/2016 | 05/31/2017 | \$0 - No Funding Required | Principal, Teachers, Literacy Specialist |

Strategy2:

Progress Monitoring - Teachers will monitor growth and progress of all students in order to guide instruction and provide necessary interventions.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

| Activity - Assessment/Data Teams | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| During PLCs, teachers will review data to determine instructional needs of students. | Academic Support Program | 08/01/2016 | 05/31/2017 | \$0 - No Funding Required | Principal, Teachers, Literacy Specialist |

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

Goal 1:

Professional Growth - The Edmonson County 5/6 Center faculty/staff will continue to collaborate to improve instruction school-wide.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

| Activity - Tell Survey Exploration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------|
| Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center. | Professional Learning | 08/01/2015 | 05/31/2017 | \$0 - No Funding Required | All Certified Staff |

| Activity - Working Conditions Goal (Tell Survey) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------|
| Goals/Activities set to address weaknesses from most recent Tell Survey. Most recent survey identified professional learning activities as a weakness. | Professional Learning | 07/30/2015 | 05/31/2017 | \$500 - Other | Principal, Teachers |

Strategy2:

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

Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Category: Professional Learning & Support

Research Cited:

| Activity - Program Review Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams. | Professional Learning | 08/01/2014 | 05/31/2017 | \$0 - No Funding Required | Principal, teachers, other program review team members |

Executive Summary

Introduction

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

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

Description of the School

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

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

School's Purpose

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

MISSION STATEMENT

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

LITERACY VISION STATEMENT

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

LITERACY TEAM MISSION STATEMENT

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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

The school was very proud to receive a Distinguished classification on the previous year's K-Prep and are striving to continue to provide students with an excellent educational opportunity.

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

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

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

Additional Information

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

All parents are welcome in our school. We value the concern you have for your child's safety and educational needs. We provide One-Call services, use of Remind 101, and Infinite Campus access to keep all parents informed on events and student progress. The school has started using Dojo school wide. This is an on-line tool that allows teachers and parents to communicate quickly regarding behavior and classwork. Teachers have reported that there has been considerably more parent involvement than in previous years. Additionally, the PTO has documented that there has been greater parent involvement/attendance at our PTO organization and at school functions during the current school year than in previous years.