Comprehensive School Improvement

Plan

South Edmonson Elementary School

Edmonson County

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Phase II - KDE Compliance and Accountability - Schools

Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

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.

South Edmonson Elementary has an enrollment of 490 students from preschool to fourth grade. Of those students, 2% are minority students, 57.96 are identified as receiving free/reduced meals, 0% are English Language Learners, and 18.78% of the student population receive special education services. South employs 21 certified teachers. Of that, 0% are new teachers with zero years experience or emergency certified, 9.90% of teachers have 1-3 years experience, and the other 86.75% have 4 or more years of experience. Our principal doesn't have fewer than 4 years of administrative experience. The fact that 86.75% of the staff employed in South Edmonson Elementary speaks the fact that most teachers come to teach at South and choose to stay. South Edmonson chose one self-selected indicator for the purpose of the equitable access diagnostic. The PGES Overall Effectiveness Rating among staff is 100.0% for the school. There were 11 who participated in their summative year and assessment and had a 100% success rate. This proves to be why South Edmonson has been successful in KPREP in the past and will continue to do so in the future.

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.

1. Teacher turnover rates are too high among teachers that live outside of the school district.
Root causes to barriers were identified:
1. Edmonson County is a rural area located 30 miles north of Bowling Green. Most teachers in the district are from the district and call Edmonson County home. Those who teach at South Edmonson but are not from the county typically come there in an attempt to find a job and often time leave the district when an opening closer to "home" opens up. South Edmonson is fortunate that it has teachers who live close and want to work here, but when there is a large turnover of teachers retiring, it is hard to find excellent teachers to stay that to replace those teachers.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	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. ***Goals should reflect an analysis of barriers, root causes and strategies.	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:

All teachers will participate in the Teacher Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency in the understanding and implementation of the Danielson Framework by 05/22/2015 as measured by teacher participation in TPGES.

Strategy1:

TPGES Implementation - All teachers will participate in TPGES in a 3 year summative cycle.

Category: Teacher PGES

Research Cited:

Activity - Provide Training in Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop an understanding of the criteria for each domain of the Danielson Framework. Additionally, all teachers will receive peer observation training to help with their understanding.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

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?

Emily Cassady (Curriculum coordinator)

Penny Tuttle (counselor)

Melissa Meindhardt (secretary)

Jimmy White (community member)

Sarah Jones (PTO President)

Carol Stice (Instructional supervisor)

Patrick Waddell (Superintendent)

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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: 3.14

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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 and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

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

Advocacy

Overall Rating: 3.0

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

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

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

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

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

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

Community Partnerships

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

The area of strength is parent communication and support. We have a very active volunteer system and pto that assist both financially and academically. We are also a Leader in me school which promotes student leadership and help get parent involved in student achievement. Based on the question we need improvement in the area of active parents making decision in policies (other than SBDM). We are continuing to develop ways to involve parents in the academics of individual students. We are working on a plan to share more immediate information with the community and parents

Report Summary

Scores By Section

Section Score

Relationship Building		3.43
Communications		3.14
Decision Making		2.57
Advocacy		3
Learning Opportunities		2.67
Community Partnerships		2.5
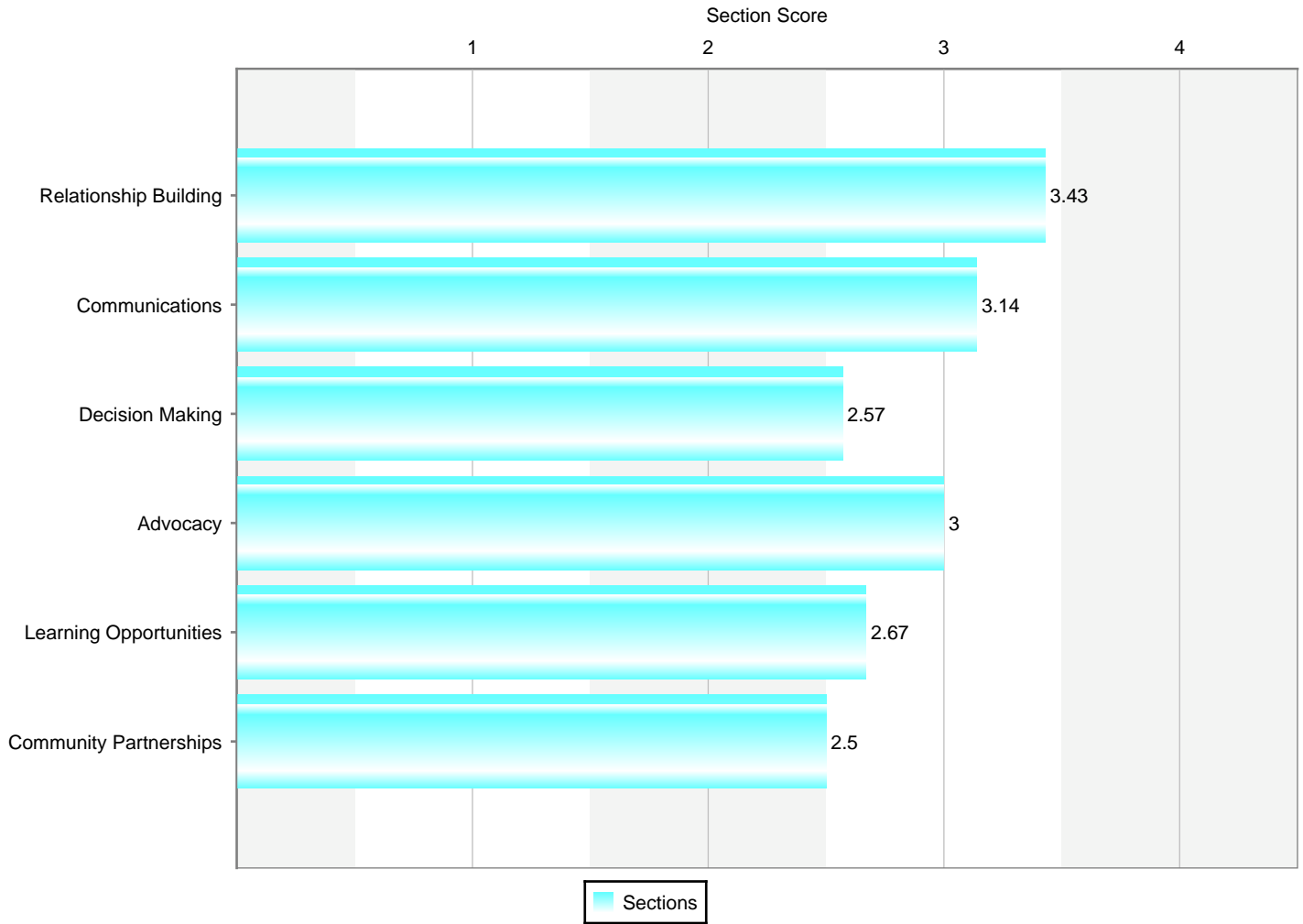
Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We try to engage as many stakeholders as possible in the CSIP needs and development of South's improvement plan. Teachers, parents and community members play a role in developing needs and goals of South Edmonson. Parents are informed and ask various ideas and opinions in pto meetings. Teachers and parents on SBDM talk with fellow teachers and parents to gather information that is used to help steer the direction of the CSIP (in this year Math will be our focus). The local Board of Educations also voice opinions and suggestions that also help guide the direction of the development of the CSIP. In many cases such as PTO meeting the general public has input. In the case of Board and SBDM meeting even though the group is pre-selected they represent the larger group in voicing ideas. In each case meeting are publicized and advertised well in advance in order to accommodate as many as possible.

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

When developing the improvement plan, asked information from the different committees, feedback from parents that attend pto, and staff members at the district office. In addition with our leader in me initiative we incorporated ideas and suggestion from community and business leaders. SBDM members, teachers, and students were able to voice input through surveys (tell), conferences and meeting to provide input and suggestions to be incorporated in the improvement plan.

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

The final improvement plan is communicated to all stakeholders through the sbdm minutes, a copy is available at school for parents to see. A copy has been sent to a local news group in the county. There is also a copy available at the Central office. In addition we are looking into putting the improvement plan on our local website.

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?

The data South Edmonson Elementary received from the 2015-2016 K-PREP assessment showed that SEES is a Needs Improvement School. Since the school is preschool-fourth grades, the only students involved in the K-PREP assessment were third grade (reading and math) and fourth grade (reading, math, and language mechanics) students. Data included Achievement, Gap, Novice Reduction and Growth scores.

Achievement Data:

In reading, South Edmonson had a combined total of 66% Proficient/Distinguished. In mathematics, the school had a combined total of 51% Proficient/Distinguished. Fourth graders were also assessed in Language Mechanics where 57% of students scored Proficient/Distinguished. While the percent of students scoring Proficient/Distinguished is important to note, the percent of students scoring below this benchmark is also notable in the 2016 K-PREP data for South Edmonson. In Reading, in 3rd grade was a total of 21% of students scoring Novice and 17% of students scoring Apprentice. In 4th grade Reading, there was a total of 14% novice and 17% apprentice. In Math, there was a combined total of 51% scoring Proficient/Distinguished. 3rd grade had 21% scoring novice in math and 17% apprentice. 4th grade had 12% novice and 38% apprentice. Finally, in Language Mechanics,18% of students scored Novice while 25% of students scored Apprentice, while 32% scored distinguished and 25% proficient.

Gap Data:

In addition to the overall accountability data from the K-PREP Assessment, there is also an invaluable amount of data that concerns the Gap group of assessed students. For South Edmonson, the Gap group includes all students receiving free/reduced lunch, special education,and/or ESL services. Nearly 60% of South Edmonson's students are a part of the Gap group.

In Reading for the Gap group, there was a combined total of 57% of students scoring Proficient/Distinguished, 20% scoring Apprentice,and 23% of students scoring Novice.

Gap students had a combined total of 45% scoring Proficient/Distinguished in Math. 35% of Gap students scored Apprentice in Math while 20% scored Novice.

There was also Gap data for Language Mechanics among South Edmonson's fourth graders. 30% of students scored Novice, 21% scored Apprentice, and there was a combined total of 49% of students scoring Proficient/Distinguished

Additionally, South Edmonson received Growth data for fourth grade students. The school received 52.6 points for a combined Reading and Math Growth Score. Growth was calculated for 4th grade students who took part in the 2015 K-PREP Assessment as third graders.

Also calculated in this year's scores was Novice Reduction Targets. This is where South Edmonson didn't do well. There were 0 targets met for Novice Reduction. Our novice scores overall increased in all groups that are accounted for in our GAP groups. SEES didn't have a large amount of novice the previous year, making the targets hard to accomplish.

As seen from the information above, there was a wealth of data presented to South Edmonson Elementary. The data showed that SEES did not meet its goal of becoming a proficient school. Looking more closely at the data, it is easy to see that much of the school's improved achievement scores stemmed from the amount of students that scored in performance areas other than Novice. The K-PREP data for 2016 shows that too many students still scored in the novice level, but that the school did manage to move students from novice to other performance categories. Math is an area of growth for our school based on the data. SEES according to the data needs to target more novice students while still maintaining stamina with our proficient/distinguished students. Again, the data shows that there is room for improvement in the performance area of novice reduction, especially in the area of math. Gap students were also significant in the school's accountability. Even with the vast amount of data provided, there are still some questions left unanswered. What is not known is what area of reading the students were successful in or what areas were of most concern. Was informational text a problem for the students or was that

one of their areas of strength? The same could be asked about literature. Were extended response and short answer questions a strength or weakness? The same questions could be asked in Math, Science, and Language Mechanics. A breakdown of math would be helpful for us to improve in math because we would know where to travel from here with more specific data. There are many questions left unanswered that would be beneficial when trying to plan next steps at South Edmonson Elementary.

Areas of Strengths

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

The data for South Edmonson Elementary has shown a consistency in reading proficient and distinguished scores. Reading has always been a strength for South Edmonson. There was an increase from 63% proficient/distinguished students to 66% in reading. To sustain these improvements, teachers are continuing to set high expectations for all learners, differentiating instruction for all learners, and having daily RTI time for all students. Those students scoring above-benchmark on the norm-referenced Star Enterprise assessments are engaged in extension classes that push them to continue excelling at high levels.These extension classes focus on many different topics but try to make comprehension, test-taking strategies, and short answer/extended response questions an integral part of the instruction. These actions will help sustain these areas of strength. Another area of strength was the school's TELL survey results. An area that showed 100% strongly agree is that parents/guardians know what is going on at South Edmonson. Communication is an integral part of a school system and having parents' support is a great key to the success of our building. Using the data to drive the instruction of a building is another key to success. Teachers are using formative and summative assessments and the school leadership helps facilitate these assessments and deconstructs the data.

Opportunities for Improvement

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

With an overall classification of Needs Improvement, South Edmonson was disappointed. When looking at the school's achievement score, it is essential to continue reducing the number of Novice students and continuing to increase the number of students scoring Distinguished. This will allow the school to take advantage of bonus points. However, simply moving Novice learners to Apprentice will not help the school where the Gap score is concerned. Since the Gap score is calculated based on the number of Proficient and Distinguished students (no points are earned for Novice or Apprentice students), the school will have to continue to focus on moving Apprentice and Proficient students up as well. Basically, the school needs low-achieving students to improve and high-achieving students to continue achieving at high levels. The data from the 2015-16 K-PREP assessment shows that SEE must continue to make improvements in math as a whole. Assessments are being redesigned to include rigorous questions that require critical thinking and problem solving skills. Additionally, students are working hard on number facts of addition, subtraction, multiplication, and division.

The task of helping all students achieve at high levels is a daunting one that takes hard work and dedication by all members of the faculty and staff at SEES. Many changes have been made to insure that these goals will be met. Weekly grade-level PLCs have been put in place to help teachers "get on the same page." It is vital that teachers understand the new Common Core Academic Standards and discuss with each other various teaching strategies that are conducive to student mastery of all standards. In addition, teachers must plan together to find and create common formative and summative assessments, all while agreeing on what mastery looks like for each of the standards. Once assessments are given, it is then essential to discuss that data, looking for trends and reflecting on the strengths and weaknesses of the assessments and the lessons. Communication is vital to this process and this year,grade-level PLCs are proving to be the most important part of South Edmonson's framework.

South Edmonson did see some gains in distinguished but knows there is still room for improvement. To help in this area, South Edmonson Elementary adopted a new reading series (Journeys by Houghtin Mifflin) that is aligned with Common Core Standards. This series is set up to address all levels of students and help teachers differentiate more within core time of instruction.

South Edmonson Elementary is also continuing its use of Star Enterprise, a norm-referenced Math and Reading online assessment program. The benchmark math and reading assessments are given to all students in August, December,March, and May. The benchmark data, as well as classroom formative and summative assessment data, is then used to identify students as needing interventions, on watch, or above benchmark. Teachers at SEES are making data-driven decisions, which is helpful when identifying students and their learning abilities/levels. South Edmonson continues to use this Star Enterprise data in school-wide RTI classes. This block is comprised of an hour minute Math block and an hour minute Reading block, two days a week on reading and two days a week on math. The RTI classes are assigned based on the Star Enterprise data. Each PLC places all students in one of three classes: intervention, on-watch, or extension classes. Teachers are advised to use RTI time to teach students what they need to know. For extension groups, teachers are responsible for extending the learning beyond the core instruction. Often times, teachers look ahead to the next grade level's standards or dive deeper into content being taught during core Math or Reading time for these students. In addition, test-taking skills and short answer/extended-response questioning are taught in these classes. On-watch teachers stick closely to their grade-level standards insuring mastery by all students. Intervention teachers work on math and reading content that should've been mastered by students in previous grades. Concepts such as phonics or math drill and practice are what might be seen during Intervention classes. Intervention students take the Star Enterprise assessments bi-monthly to allow the PLCs and RTI teams to track progress of those students. By utilizing school-wide RTI time, South Edmonson Elementary is able to focus on the needs of each individual student. While RTI time is an integral part of the day at South Edmonson Elementary, faculty and staff are aware that 30 minutes per day is not enough for most intervention students to improve to grade-level proficiency. The regular classroom teacher also plays a vital role in insuring that all students learn at appropriately high levels. Because of this, a push toward the effective use of

differentiation in reading and math continues at SEES. Teachers are encouraged to use centers, small groups, and differentiated work as a means to reach each student. In addition, an iPad cart has been purchased in order to aid in the use of individualized instruction at all grade levels. Finally, a word that all faculty and staff members of SEES know and use often is "intentional." It is believed that if teachers become very intentional in everything that happens in the classroom, that student growth will be seen. Whether it is what is being taught, how it is being assessed, what technology programs are being used, or what tasks students are asked to complete, when it is intentionally used, student achievement will increase.

Conclusion

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

It is easy to see that South Edmonson Elementary is on the right path in helping our students achieve at high levels. However, the school's success still leaves areas for improvement. Plans are in place to insure that gains are made in the school's areas of weakness. With all of these plans in place, South Edmonson hopes to see improved scores on the 2017 K-PREP assessment

Plan for Comprehensive School Improvement Plan 2016

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016

Plan Description

This is a list of goals for South Edmonson Elementary and the plans that are put in place to help achieve those goals.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.	Objectives: 2 Strategies: 4 Activities: 9	Organizational	$0
2	Increase the averaged combined reading and math K-PREP scores for Gap students from 61.3% in 2015 to the delivery target of 65.5% in 2017 as evidenced by the school report card.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
3	All students at South Edmonson Elementary will be screened for Kindergarten readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	All teachers will participate in the Teacher Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Maintain the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
6	Provide opportunities for all students to reach proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
7	Reduce the number of students scoring novice by 50% over the next 5 years	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$6000

Goal 1: Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 60.5 by 05/22/2015 as measured by the School Report Card.

Strategy 1:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Category:

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	Prinicpal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year. | Academic Support Program | 08/04/2016 | 05/19/2017 | $0 | No Funding Required | Classroom teachers, Curriculum Coordinator |

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Strategy 2:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis.   Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Category: Early Learning

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/04/2016	05/19/2017	$0	Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis. | Academic Support Program | 08/04/2016 | 05/19/2017 | $0 | Grant Funds | Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor |

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 2nd,3rd, and 4th grades will use xtramath.org daily to build addition, subtractions, multiplication, and division fluency.	Academic Support Program	08/04/2016	05/19/2017	$0	General Fund	Classroom Teachers, Curriculum Coordinator

Strategy 3:

Professional Development - Professional development will be provided in the areas of reading, math, writing, technology, and assessment.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and professional growth plans will be used to determine growth areas to guide PD opportunities and other available resources will be used.	Professional Learning	08/04/2016	05/19/2017	$0	No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/22/2015 as measured by Star Reading Assessment Data.

Strategy 1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be

placed in intervention classes where they will receive instruction on their level.

Category: Learning Systems

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program	08/04/2016	05/19/2017	$0	Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

Goal 2: Increase the averaged combined reading and math K-PREP scores for Gap students from 61.3% in 2015 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 51.6 by 05/22/2015 as measured by the School Report Card.

Strategy 1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Category: Continuous Improvement

Activity - Targeting the Gap Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	Counselor, Curriculum Coordinator

Strategy 2:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

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

Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/04/2016	05/19/2017	$0	Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0	Grant Funds	Classroom Teacher, Intervention Teacher, Curriculum Coordinator

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Xtramath.org is used daily by 2nd, 3rd, and 4th grade students to build fluency in addition, subtraction, division, and multiplication.	Academic Support Program	08/04/2016	05/19/2017	$0	General Fund	Classroom Teacher, Curriculum Coordinator

Goal 3: All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/19/2016 as measured by the Brigance Early Childhood report.

Strategy 1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Category: Early Learning

Activity - Brigance Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2016	09/16/2016	$0	State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

Goal 4: All teachers will participate in the Teacher Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency in the understanding and implementation of the Danielson Framework by 05/19/2017 as measured by teacher participation in TPGES.

Strategy 1:

TPGES Implementation - All teachers will participate in TPGES in a 3 year summative cycle.

Category: Teacher PGES

Activity - Provide Training in Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop an understanding of the criteria for each domain of the Danielson Framework. Additionally, all teachers will receive peer observation training to help with their understanding.	Professional Learning	08/04/2016	05/19/2017	$0	No Funding Required	All certified staff

Goal 5: Maintain the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:

collaborate to maintain the combined average Program Review Score from 8.6 in 2014 to the Proficiency range of 8-10.7 by 05/19/2017 as measured by the School Report Card.

Strategy 1:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Category: Professional Learning & Support

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	All certified staff

Strategy 2:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Category:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	08/04/2016	05/19/2017	$0	No Funding Required	All certified staff

Goal 6: Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/19/2017 as measured by school report card.

Strategy 1:

Community/Parent Involvement - Principals and teachers will seek out organizations/individuals to support student learning.

Category: Stakeholder Engagement

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement	08/04/2016	05/19/2017	$0	No Funding Required	Principal and Teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize support activities offered by the FRC.	Community Engagement	08/05/2015	05/20/2016	$0	FRYSC	Principal, Certified Staff, FRYSC

Goal 7: Reduce the number of students scoring novice by 50% over the next 5 years

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in math and reading by 08/18/2017 as measured by Kentucky School Report Card.

Strategy 1:

Response to Intervention - Teachers will use formative and summative assessment data, as well as Star Enterprise benchmark data, to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis. On watch students will receive progress monitoring on a monthly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education, may be utilized during RTI time as a means to meet the needs of all students.

Category: Learning Systems

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative, summative, and benchmark data to drive instruction. Using this data will allow teachers and staff to meet the needs of all students. By targeting individual students, faculty and staff will be able to move struggling students toward grade-level expectations, and continue pushing high-level learners to achieve more.	Academic Support Program	08/04/2016	05/22/2020	$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers, Aides

Activity - Hiring an Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Edmonson Elementary is hiring an interventionist to work with 2nd-4th grade students to increase student learning and achievement.	Academic Support Program	01/04/2017	05/12/2017	$6000	Booster Fund	Principal, Curriculum Coordinator, Interventionist

Strategy 2:

Identifying Novice Scoring Students - We are identifying the students who scored novice on last year's KPREP assessment and forming an RTI group that meets weekly with the curriculum coordinator to work on test taking strategies and standards.

Category: Continuous Improvement

Activity - Novice Intervention Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice on last year's KPREP are identified and placed in an RTI group to work with the curriculum coordinator on specific goals.	Academic Support Program	08/04/2016	05/12/2017	$0	No Funding Required	Curriculum Coordinator

Strategy 3:

Student Progress Monitoring - Teachers and the curriculum coordinator will track students who scored novice on last year's KPREP test using STAR enterprise weekly progress monitoring.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using STAR Enterprise computer based program, teachers and the curriculum coordinator will monitor weekly progress of identified students.	Academic Support Program	08/12/2016	05/12/2017	$0	General Fund	Teachers, Curriculum Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Xtramath.org	Xtramath.org is used daily by 2nd, 3rd, and 4th grade students to build fluency in addition, subtraction, division, and multiplication.	Academic Support Program	08/04/2016	05/19/2017	$0	Classroom Teacher, Curriculum Coordinator
Progress Monitoring	Using STAR Enterprise computer based program, teachers and the curriculum coordinator will monitor weekly progress of identified students.	Academic Support Program	08/12/2016	05/12/2017	$0	Teachers, Curriculum Coordinator
Xtramath.org	Students in 2nd,3rd, and 4th grades will use xtramath.org daily to build addition, subtractions, multiplication, and division fluency.	Academic Support Program	08/04/2016	05/19/2017	$0	Classroom Teachers, Curriculum Coordinator
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2016	09/16/2016	$0	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Progress Monitoring	Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/04/2016	05/19/2017	$0	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff
Curriculum Mapping	Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	08/04/2016	05/19/2017	$0	All certified staff
Provide Training in Danielson Framework	Teachers will develop an understanding of the criteria for each domain of the Danielson Framework. Additionally, all teachers will receive peer observation training to help with their understanding.	Professional Learning	08/04/2016	05/19/2017	$0	All certified staff
Professional Development	Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and professional growth plans will be used to determine growth areas to guide PD opportunities and other available resources will be used.	Professional Learning	08/04/2016	05/19/2017	$0	Principal, Curriculum Coordinator, Certified Staff
Curriculum Mapping	Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program	08/04/2016	05/19/2017	$0	Classroom teachers, Curriculum Coordinator
Differentiation	Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program	08/04/2016	05/19/2017	$0	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff
Novice Intervention Group	Students scoring novice on last year's KPREP are identified and placed in an RTI group to work with the curriculum coordinator on specific goals.	Academic Support Program	08/04/2016	05/12/2017	$0	Curriculum Coordinator

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PLCs	During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program	08/04/2016	05/19/2017	$0	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary
Targeting the Gap Group	Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	08/04/2016	05/19/2017	$0	Counselor, Curriculum Coordinator
Differentiation	Teachers will use formative, summative, and benchmark data to drive instruction. Using this data will allow teachers and staff to meet the needs of all students. By targeting individual students, faculty and staff will be able to move struggling students toward grade-level expectations, and continue pushing high-level learners to achieve more.	Academic Support Program	08/04/2016	05/22/2020	$0	Principal, Curriculum Coordinator, Counselor, Teachers, Aides
Common Formative and Summative Assessments	During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program	08/04/2016	05/19/2017	$0	Prinicpal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers
Job-Embedded Professional Development	PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	08/04/2016	05/19/2017	$0	All certified staff
Parent Involvement	Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement	08/04/2016	05/19/2017	$0	Principal and Teachers
				Total	$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hiring an Interventionist	South Edmonson Elementary is hiring an interventionist to work with 2nd-4th grade students to increase student learning and achievement.	Academic Support Program	01/04/2017	05/12/2017	$6000	Principal, Curriculum Coordinator, Interventionist

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	Total	$6000

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	Utilize support activities offered by the FRC.	Community Engagement	08/05/2015	05/20/2016	$0	Principal, Certified Staff, FRYSC
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia	Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program	08/04/2016	05/19/2017	$0	Curriculum Coordinator, Certified Staff, Classified Staff
Reflex Math	Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/04/2016	05/19/2017	$0	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor
Reflex Math	Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0	Classroom Teacher, Intervention Teacher, Curriculum Coordinator
Lexia	Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/04/2016	05/19/2017	$0	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor
Lexia	Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/04/2016	05/19/2017	$0	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Total $0

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.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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		

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	District: http://boe.edmonson.kyschools.us School: http://:see.edmonson.kyschools.us	

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

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

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

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

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

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

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

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

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

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:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 60.5 by 05/22/2015 as measured by the School Report Card.

Strategy1:

Professional Development - Professional development will be provided in the areas of reading, math, writing, technology, and assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and professional growth plans will be used to determine growth areas to guide PD opportunities and other available resources will be used.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Strategy2:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Category:

Research Cited:

Activity - Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Prinicpal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Strategy3:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis.   Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Category:

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 2nd,3rd, and 4th grades will use xtramath.org daily to build addition, subtractions, multiplication, and division fluency.	Academic Support Program	08/05/2015	05/20/2016	$0 - General Fund	Classroom Teachers, Curriculum Coordinator

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/22/2015 as measured by Star Reading Assessment Data.

Strategy1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be placed in intervention classes where they will receive instruction on their level.

Category: Learning Systems

Research Cited:

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

Goal 2:

Increase the averaged combined reading and math K-PREP scores for Gap students from 61.3% in 2015 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 51.6 by 05/22/2015 as measured by the School Report Card.

Strategy1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Category: Continuous Improvement

Research Cited:

Activity - Targeting the Gap Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Counselor, Curriculum Coordinator

Strategy2:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring

below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above

the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Classroom Teacher, Intervention Teacher, Curriculum Coordinator

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Xtramath.org is used daily by 2nd, 3rd, and 4th grade students to build fluency in addition, subtraction, division, and multiplication.	Academic Support Program	08/05/2015	05/20/2016	$0 - General Fund	Classroom Teacher, Curriculum Coordinator

Goal 3:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/19/2014 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Category: Early Learning

Research Cited:

Activity - Brigance Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2015	09/16/2015	$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

Goal 4:

Maintain the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:

collaborate to maintain the combined average Program Review Score from 8.6 in 2014 to the Proficiency range of 8-10.7 by 05/22/2015 as measured by the School Report Card.

Strategy1:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Category: Professional Learning & Support

Research Cited:

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

Strategy2:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Category:

Research Cited:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

Goal 5:

Reduce the number of students scoring novice by 50% over the next 5 years

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in math and reading by 08/12/2016 as measured by Kentucky School Report Card.

Strategy1:

Identifying Novice Scoring Students - We are identifying the students who scored novice on last year's KPREP assessment and forming an RTI group that meets weekly with the curriculum coordinator to work on test taking strategies and standards.

Category: Continuous Improvement

Research Cited:

Activity - Novice Intervention Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice on last year's KPREP are identified and placed in an RTI group to work with the curriculum coordinator on specific goals.	Academic Support Program	08/24/2015	05/13/2016	$0 - No Funding Required	Curriculum Coordinator

Strategy2:

Response to Intervention - Teachers will use formative and summative assessment data, as well as Star Enterprise benchmark data, to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis. On watch students will receive progress monitoring on a monthly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education, may be utilized during RTI time as a means to meet the needs of all students.

Category: Learning Systems

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative, summative, and benchmark data to drive instruction. Using this data will allow teachers and staff to meet the needs of all students. By targeting individual students, faculty and staff will be able to move struggling students toward grade-level expectations, and continue pushing high-level learners to achieve more.	Academic Support Program	09/24/2012	05/19/2016	$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers, Aides

Activity - Hiring an Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Edmonson Elementary is hiring an interventionist to work with 2nd-4th grade students to increase student learning and achievement.	Academic Support Program	01/04/2016	05/13/2016	$6000 - Booster Fund	Principal, Curriculum Coordinator, Interventionist

Strategy3:

Student Progress Monitoring - Teachers and the curriculum coordinator will track students who scored novice on last year's KPREP test

using STAR enterprise weekly progress monitoring.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using STAR Enterprise computer based program, teachers and the curriculum coordinator will monitor weekly progress of identified students.	Academic Support Program	08/24/2015	05/20/2016	$0 - General Fund	Teachers, Curriculum Coordinator

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Gap students from 61.3% in 2015 to the delivery target of 65.5% in

2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 51.6 by 05/22/2015 as measured by the

School Report Card.

Strategy1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified

as members of the Gap Group.

Category: Continuous Improvement

Research Cited:

Activity - Targeting the Gap Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Counselor, Curriculum Coordinator

Strategy2:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Category: Continuous Improvement

Research Cited:

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Xtramath.org is used daily by 2nd, 3rd, and 4th grade students to build fluency in addition, subtraction, division, and multiplication.	Academic Support Program	08/05/2015	05/20/2016	$0 - General Fund	Classroom Teacher, Curriculum Coordinator

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Classroom Teacher, Intervention Teacher, Curriculum Coordinator

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

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

Goal 1:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/19/2014 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45

days of school. Parents will also be required to complete a portion of the screening.

Category: Early Learning

Research Cited:

Activity - Brigance Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2015	09/16/2015	$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

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

Goal 1:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/19/2014 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45

days of school. Parents will also be required to complete a portion of the screening.

Category: Early Learning

Research Cited:

Activity - Brigance Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2015	09/16/2015	$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

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

Goal 1:

Maintain the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:

collaborate to maintain the combined average Program Review Score from 8.6 in 2014 to the Proficiency range of 8-10.7 by 05/22/2015 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Category:

Research Cited:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

Strategy2:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Category: Professional Learning & Support

Research Cited:

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Gap students from 61.3% in 2015 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 51.6 by 05/22/2015 as measured by the School Report Card.

Strategy1:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Category: Continuous Improvement

Research Cited:

Activity - Xtramath.org	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Xtramath.org is used daily by 2nd, 3rd, and 4th grade students to build fluency in addition, subtraction, division, and multiplication.	Academic Support Program	08/05/2015	05/20/2016	$0 - General Fund	Classroom Teacher, Curriculum Coordinator

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Classroom Teacher, Intervention Teacher, Curriculum Coordinator

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/05/2015	05/20/2016	$0 - Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Strategy2:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified

as members of the Gap Group.

Category: Continuous Improvement

Research Cited:

Activity - Targeting the Gap Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Counselor, Curriculum Coordinator

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Maintain the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:

collaborate to maintain the combined average Program Review Score from 8.6 in 2014 to the Proficiency range of 8-10.7 by 05/22/2015 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Category:

Research Cited:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

Strategy2:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities,

Practical Living/Career Studies).

Category: Professional Learning & Support

Research Cited:

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All certified staff

Executive Summary

Introduction

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

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

Description of the School

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

South Edmonson Elementary School (SEES), a rural community (Chalybeate) school, and a member of the Edmonson County School District (Brownsville, KY), is a school-wide Title 1 school serving 488 students, Pre-School-4th grade, with 68% of the population receiving free or reduced lunch.

During the last five years, South Edmonson has implemented many positive changes that have increased our students' success and our school's overall K-Prep achievement. SEES unfortunately received the status of a Needs Improvement school for our K-PREP scores on the 2015-2016 test. This score we feel doesn't accurately reflect our school, as our achievement was good, with SEES having more Distinguished students than ever before! Our Novice Reduction score is what hindered our overall score. We unfortunately didn't meet our reduction targets and received 0 points in Novice Reduction.   We have put several ideas in place that have helped in our achievement. We have altered teacher placement, implemented the new Common Core Academic Standards for Reading and Math, implemented the Next Generation Science Standards, implemented daily, formal, differentiated Response To Intervention instruction, and led weekly, formal, administration (Principal and/or Curriculum Coordinator) guided Professional Learning Communities. South Edmonson is still maintaining the Leader in Me status where we are focusing on the "7 Habits of Happy Kids" to ensure that we are preparing our students to become responsible, respectful, and productive members of our society.

Traditions that South Edmonson embraces include: Back to School Bash, County Fair exhibits and fair float, Fall Festival, Red Ribbon Week, Halloween/Christmas/ Valentine's Day classroom celebrations, Thanksgiving Luncheon for families, Breakfast with Santa, Family Resource Thanksgiving baskets and Angel Adoptions, Child Abuse and Prevention "Blue Week," Grandparent's Day, Veteran's Day, Career Day, Entrepreneur Fair, WKU Dental Partnership to provide dental screenings/sealants, Field Day and Cookout, Teacher Appreciation Week, and multiple PTO fundraisers.

Unique features and challenges associated with the community South Edmonson Elementary serves include limited cultural diversity and most people in the community must travel to surrounding counties/cities to find work as there are no industrial opportunities in the area.

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.

School Philosophy:

We believe that each student is a unique individual and should be provided with ample opportunities to develop himself/herself into an educated responsible caring member of society. To aid in the mastery of the basic skills of learning which is essential to being productive in today's society; each student's education will be based as much as possible upon his individual strengths and needs. We are prepared to model acceptable principles and beliefs in moral character and patriotism to aid our students in the understanding and practicing of proper citizenship, respect for authority, honesty and all other moral and patriotic behaviors deemed appropriate by our society. The value of education should be maximized to the fullest extent possible and should be stressed as an on-going continuous process throughout a person's lifetime.

To provide a challenging and effective education, the school system, families, and community at-large must share mutual efforts to share time, resources, and responsibilities for the educational process. We believe that this education should be based upon the foundation that each person is worthy of respect and that the positive should be stressed and built upon.

Mission: South Edmonson Elementary School strives to educate for excellence and encourages all students to achieve success at all levels.

*Inspiring Leaders, Empowering Learners became our school "motto" last year. This is a statement all our faculty and staff believes in and feels is our mission here at South Edmonson Elementary.

Vision: SEES believes that:

* students are individuals with unique characteristics and interests, and should have equal opportunities to learn, based upon one's needs, interests and abilities.

* a more effective program of instruction can be provided for students when individual student learning styles are matched to appropriate teaching styles resulting in academic excellence.

* each student should receive an appropriate education to help him reach his maximum potential academically, morally, mentally, emotionally, socially, culturally and physically.

* students learn best by doing and can learn self-respect, respect for authority figures, respect for others, honesty and patriotism by participating in democratic processes and practicing good citizenship at school; thus resulting in a responsible member of society.

* efforts should be made to encourage and maintain the active involvement of the community in the continuous process of learning and in increasing and maintaining the value of education in today's society.

South Edmonson Elementary offers the following programs to support and enhance students' educational experience: Leader In Me initiative, Extended School Services, Leadership Night, Gifted and Talented Tea, Open House, parent - teacher conferences, grade level basketball tournaments, Cultural Fair, Career Day, Pictures with Santa Saturday event & Santa's Gift Shop, Donuts with Dad, Muffins with Mom, Red Ribbon Week, Dr. Seuss Week, Entrepreneur Fair, book fairs, fair exhibits, Fall Festival, grade level field trips, quarterly rewards for academic achievement and attendance, K-Prep assembly, Good Faith Effort reward (field trip), end of year rewards for academic achievement and attendance, end of the year AR field trip, end of the year Bulldog Mileage Club field trip, and Kindergarten Graduation. South Edmonson Elementary provides students the means to achieve success academically and socially by setting high expectations with individualized instruction being a key component. SEES provides a nurturing environment committed to achieving excellence

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.

South Edmonson scored in the Needs Improvement category on K-PREP. We actually raised the amount of students who scored Distinguished & Proficient, however we weren't able to reduce our Novice scores to meet our targets. We had 37 students score Distinguished in math and 57 Distinguished in reading. This is the most we have ever had in this category. Our combined reading and math achievement for 3rd and 4th grades went from 63% proficient/distinguished to 66% from the 2015 test to the 2016 test.

South Edmonson has also implemented many new programs to enhance students' academic experiences and success: Computer Lab classes on Thursdays focusing on keyboarding skills, Thursday Spanish classes to expose students to world language and global competency, Check and Connect (a positive behavior intervention and support program for at-risk students), Lunch Bunch with specifically identified students, RTI Leadership Enrichment Class for Primary and 4th grade students, targeted instruction for gap students, and a school Cross Country Team. South Edmonson has been awarded two DART Industries grants. We utilized these funds to purchase Kindle readers for the entire 4th grade population. Students use the readers in small group instruction and have the ability to take these home to use for at home reading. A Reflex Math grant was also awarded to South Edmonson to fund a supplementary remedial math program. Over the last three years, South Edmonson has purchased "Star Enterprise," a norm referenced assessment (Reading and Math) designed to establish benchmarks and progress monitor students in RTI, "Lexia," an iPad cart with 30 iPads (and accessories) that teachers can check-out from the Library to supplement instruction, and "Leader In Me" materials.

South Edmonson's PTO is also instrumental to our success and supplements funding for many programs, projects, and initiatives. The PTO has purchased our Lexia reading program to support Tier 3 students and all Kindergarten and 1st grade students. The PTO has also purchased a set of folding chairs and rack for the many performances our students at South have throughout the year, including Christmas programs and Veterans Day. Also, supplied through the Parent Teacher Organization: classroom supplies and resources, student rewards and incentives, grade level radios for playground usage, computer memory, Chrome Books, Classroom rugs, yearbook camera, and photo backdrop, and Amazon Gift Cards for the teacher's to purchase books on the Kindle readers. The PTO also established a $600 scholarship to be awarded to a graduating Edmonson County senior (that attended SEES) enrolling in college. Also with the help of PTO, we have been able to hire an interventionist who helped 2-4 grade identified students. The interventionist worked on lots of standards and test taking strategies and in tracking these students we saw an increase in scores by being in this small group instruction during RTI times.

In order for South Edmonson to experience academic gains, they must ensure that students who scored novice on the state administered norm-referenced assessment, K-Prep, will move to scoring apprentice, those who scored apprentice will progress to proficient, and students that scored proficient will move to distinguished. This year our Reading scores indicated the following: a increase in novice by 4% in 3rd grade and 8% in 4th grade, however there was also an increase in distinguished scores in 4th grade from a 15% to 30% in reading and in 3rd grade an increase from 27% to 36% in reading. In Math, our scores indicated the following: novice stayed the same at 17% in 4th grade and increased 5% in 3rd grade.

In the next three years, South Edmonson will:

1. meet the needs of every student every day.

2. continue to foster a cohesive PLC family.

3. provide rigorous, differentiated instruction in core reading and math instruction.

4. provide rigorous, individualized, data-driven instruction during the Response To Intervention block.

5. create rigorous assessments aligned to Reading and Math Common Core Standards.

6. strive to get back to being a proficient school.

Additional Information

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

South Edmonson has many strategies in place that will continue to positively affect academic achievement and growth (i. e. Leader in Me initiative, weekly, administration-driven PLC's, quarterly, administration-driven PLC's, setting high expectations for faculty, staff, and students, ensuring Common Core Academic Standards are being taught effectively and mastered by students, protecting valuable core reading and math instruction and the individualized RTI block, focusing on differentiated instruction, administering frequent, common formative and summative assessments that require high order thinking). South Edmonson is aware of improvements that need to be made in novice reduction and has begun targeting specific students and giving them the specific instruction they need to be successful. In addition, South Edmonson will also continue to implement the new teacher evaluation system