



# **KDE Comprehensive School Improvement Plan**

**South Irvine P-K Center**  
**Estill County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

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.

South Irvine P-K Center is a blended Kentucky Education Reform Act (KERA)/Head Start Preschool Program along with the county's entire Kindergarten Program. The center serves 85 KERA preschool children, 53 Head Start children, 8 Early Head Start children, and 166 kindergarten students. The Preschool and Head Start students must meet specific income guidelines and/or have special needs in order to participate in the program.

Our school provides a safe environment, where children have individualized learning for all who attend. We are committed in making a positive difference in the lives of our students, parents, staff, and community. South Irvine P-K Center is located in Estill County. Our school is located in the rural part of the community. The Kindergarten program is a full day, Monday thru Friday. The Preschool and Early Head Start are both full day programs, Monday thru Thursday

In the past three years, we have had staff changes throughout our building, with new cooks, new teachers in Kindergarten and Preschool/Head Start, new interventionists and a new Principal this year.

A challenge for our school is budget. Kindergarten is funded half day by the state and our county makes up the difference. A challenge for our school is parent involvement, some family dynamics are unstable and do not put an emphasis on education. This is a low SES community.

## **School's Purpose**

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

**Mission:**

We at South Irvine P-K Center work with our community to provide a safe, nurturing environment where children, birth through kindergarten, gain the necessary skills to learn and grow.

**Vision:**

The vision of South Irvine P-K Center is to have each child achieve his or her greatest potential and become a lifelong learner.

At South Irvine P-K Center we offer a variety of programs and opportunities for children birth through kindergarten age. Our knowledgeable, educated staff provides a challenging, differentiated, and age appropriate curriculum, in which each child has the opportunity to grow to his or her full potential. We use research based curriculums which are inclusive and meaningful to the whole child. We pride ourselves on our welcoming, safe and nurturing environment. Our program realizes that we, along with the child's family, and community, have the important task of creating of successful foundation for education. Teachers and Administrator work together to maintain a research-based intervention program that meets the needs of the students it serves. Our RTI programs are focused on the areas of reading, math, and behavior.

Additionally, our program offers:

Hands On/Minds On Learning

Differentiated Instruction, both whole group and small group

Incorporation of technology through computers, Smartboards, and Kindles

Health Education

Multi-Cultural, Mental Health, Health and Safety, Nutritional, and Social Emotional curriculums

Collaboration with outside agencies such as MepCo, First Steps, CompCare , etc.

Speech, Occupational Therapy, and other evaluations and services in regards to special education

Parent Trainings and Family Education Seminars, such as Tots in Action

Collaboration with the community such as: Public Library (Bookmobile), Special Programs, Community Helper days and monthly Family Learning Nights

As a staff we expect children to:

Demonstrate positive interactions and attitudes with peers and adults

Regulate emotions and behavior

Practice healthy habits and behaviors

Engage in hands on/minds on learning

Utilize language skills through conversations, expressions of needs and wants, and comprehension

Demonstrate a knowledge of age appropriate literacy, math, science, social studies, technology, and physical skills

Become competent life long learners

## **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 Irvine P-K Center has implemented a positive behavior system.

S-stop and think

T-try your best

A-always make good choices

R-respect people and things

We are continuing implementation of the system with revisions to best meet the needs of all our students.

We have increased our use of technology within each classroom at South Irvine by using Kindles, Smart Tables, extra computer lab time, etc.

We have also purchased more computer software programs that target reading and math skills for our students. These programs have home access for the students to learn at home with their family.

We have a World Language grant for Kindergarten that allows our students to learn about the Spanish culture and speak Spanish.

We have a Math Grant that funds our Math Interventionist. This allows students that are struggling to receive small group/individual help to build those skills.

Our preschool program at South Irvine P-K Center received a 6.2 out of 7 on the ECERS (Early Childhood Environmental Rating Scale).

Preschool teachers from other districts within the state come to observe classroom interactions and achievements within our school.

Over the next three years, our staff will be focusing on:

\*increasing writing opportunities ---writing to demonstrate learning, writing to learn, and writing for publication

\*increasing the use of common assessments that are written to measure the appropriate rigor of the standards

\*increasing the use of formative assessment strategies to target instruction areas that need improvement

\*increasing professional development for staff on our core programs, Literacy by Design, Fountas & Pinnell, etc.

## **Additional Information**

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

The school improvement planning committee consisted of South Irvine P-K Center staff members, SBDM Council members and principal.

The plan includes an emphasis on an intentional curriculum that is student centered, continuous improvement and student centered learning.

# **S.I. P-K CSIP 2016**

## **Overview**

### **Plan Name**

S.I. P-K CSIP 2016

### **Plan Description**

A list of goals, objectives, strategies, and activities to help our school improve.

## 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 averaged combined reading and math K-Prep scores for elementary and middle school students to 72% by 2017.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$3000
2	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Ensure that every student is taught by an effective teacher and every school is led by an effective leader.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$375
4	Reduce the percentage of all students scoring Novice in reading from 32% to 28.8% and math from 17.7% to 15.93% by 2016.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$3000
5	Increase district communication to all stakeholders	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
6	Increase student attendance rate to 94.50%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250
7	Increase Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2500

## Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% by 2017.

### Measurable Objective 1:

demonstrate a proficiency through core instruction and intervention. The outcome will be 80% proficiency on the Kindergarten level by 05/30/2016 as measured by MAP Data.

### Strategy 1:

Professional Learning Communities - Kindergarten Teachers will meet weekly to discuss instructional practices and formative assessment.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the school-wide Kindergarten Data Wall to analyze the effectiveness of core instruction and intervention. Teacher will analyze data to better inform their teaching to meet student needs. SWP (1,2,8)	Academic Support Program	01/11/2016	05/30/2016	\$500	School Council Funds	Principal RTI Data Coordinator

### Strategy 2:

Educational Software for Guiding Instruction - Teachers will be trained and well-versed in the use of ESGI software in monitoring student growth/progress. All students in RTI levels 2 and 3 will receive the assessment bi-monthly. All students in RTI level 1 will receive the assessment monthly.

Category: Continuous Improvement

Research Cited: Best Practice, Greg Gorman

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet weekly in PLC's and discuss the most up-to-date ESGI data to formulate instructional strategies. The RTI team will discuss ESGI data at their monthly meetings and ensure that students are moved to appropriate tiers based upon their performance. SWP (1,2,8)	Professional Learning	01/04/2016	05/30/2016	\$2500	General Fund	Principal, RTI Coordinator, School Technology Coordinator
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### Strategy 3:

Program Reviews - South Irvine P-K will work to increase Program Review scores toward distinguished in order to improve overall student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Hands-On/Minds-on	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete projects using different medias as well as completing self-assessments. SWP (1,2)	Academic Support Program	01/04/2016	05/30/2016	\$0	No Funding Required	RTI Coordinator Program Review Coordinator

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conference with the teacher about their work noting the positive aspects and the areas of growth. Students will also do 'future planning' in order to improve their work for future assignments. SWP (2)	Academic Support Program	01/04/2016	05/30/2016	\$0	No Funding Required	Program Review Coordinator

**Goal 2: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.**

**Measurable Objective 1:**

increase student growth by continually assessing student growth and achievement by 05/30/2016 as measured by the MAP and ESGI assessments.

**Strategy 1:**

Response to Intervention - Students will be consistently assessed to determine their individual needs. Students who do not meet proficiency in Tier 1 instruction will be moved to Tier 2 and Tier 3 instruction respectively.

Category: Learning Systems

Research Cited: Best Practice

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing data from MAP and ESGI, the students that are not performing on grade level will be receive intervention to help build those skills that the students are lacking. The students will receive direct instruction from the interventionists using hands on activities, etc. to practice needed skills. The interventionist will get the focus skills from the collected data and will assess the intervention kids every two weeks for progress monitoring. SWP (1,2,8)	Direct Instruction, Academic Support Program	09/01/2015	05/30/2016	\$0	No Funding Required	Principal Sims Rtl Coordinator Interventionist s

**Goal 3: Ensure that every student is taught by an effective teacher and every school is led by an effective leader.**

**Measurable Objective 1:**

demonstrate a proficiency in effectively evaluating teachers and staff at South Irvine P-K Center by 05/30/2016 as measured by Teacher Professional Growth and Effectiveness System.

**Strategy 1:**

TPGES/Teachscape Calibration - The Principal will continually calibrate his effectiveness through the Teachscape software. This will help ensure that teachers are evaluated accurately for continuous improvement.

Category: Teacher PGES

Research Cited: Danielson

Activity - Teachscape Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Calibration and Re-certification SWP (4)	Professional Learning	01/04/2016	05/30/2016	\$375	District Funding	District Administration

## **Goal 4: Reduce the percentage of all students scoring Novice in reading from 32% to 28.8% and math from 17.7% to 15.93% by 2016.**

### **Measurable Objective 1:**

increase student growth by decreasing the number of students below grade level and/or novice-level students by 04/29/2016 as measured by Measures of Academic Progress.

### **Strategy 1:**

Rtl - The Rtl Coordinator will review all the student data with the intervention team. They will make sure to work with students that have fallen into the 25 percentile and lower. These students will be worked with 4 to 5 days a week for 30 minutes in a small group setting or individually if in tier 3. The Rtl team meets monthly and makes appropriate changes to help the students of South Irvine P-K Center.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

South Irvine P-K Center

The Rtl team and teachers will use the data wall to better inform their instruction, look for academic trends with student learning and create plans to move all students based on their RIT score for MAP testing. SWP (1,2,8,9)	Academic Support Program	01/11/2016	05/30/2016	\$0	General Fund	Principal Sims Rtl Coordinator/Rtl Team Classroom Teachers
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### Strategy 2:

Computer Software - We have many computer programs that help to target foundational skills that our Kindergarten students need to develop in order to be successful. We have Reading Eggs, Math Seeds, Raz Kids, and Starfall. These programs also have home access, so that students and families can work on these skills at home. Each computer program and student logins were created and sent home within the first 15 days of school.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Computer Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize our different academic computer programs to build foundational skills that will help students achieve success and reduce the overall number of novice scoring students. SWP (1,9)	Academic Support Program, Technology	08/25/2015	05/30/2016	\$3000	General Fund	Principal Sims Rtl Coordinator Technology Coordinator

## Goal 5: Increase district communication to all stakeholders

### Measurable Objective 1:

collaborate to include all stakeholders in the education of the students at South Irvine P-K Center by 05/30/2016 as measured by Documentation of events that include multiple stakeholders.

### Strategy 1:

Parent Communication - In order to make stakeholders more aware of what is happening in our building and district wide, South Irvine P-K Center will have weekly

## KDE Comprehensive School Improvement Plan

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communication letters with parents/guardians to keep them involved. Parents/Guardians are vital parts in our students' educational journey. Principal Sims will write the weekly letter and send it home on Thursdays of each week.

Category: Stakeholder Engagement

Activity - Parent Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Sims will write a weekly letter to parents/guardians to keep them informed of school/district activities/policies and updates. This letter will be sent home. SWP (6)	Parent Involvement	01/04/2016	05/30/2016	\$0	No Funding Required	Principal Sims

Activity - One-Call	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will utilize the one call system to remind parents/guardians of activities or changes to our schedule in order to keep them better informed. SWP (6)	Parent Involvement	01/08/2016	05/30/2016	\$1000	FRYSC	Principal Sims Mary Raider-FRC

## Goal 6: Increase student attendance rate to 94.50%.

### Measurable Objective 1:

increase student growth by emphasizing the importance of student attendance by 05/30/2016 as measured by Average Daily Attendance.

### Strategy 1:

Attendance Incentives - Local businesses will provide attendance incentives to schools for students who have exemplary attendance and school/district administration will also provide non-monetary incentives for students with exemplary incentives.

Category: Management Systems

Research Cited: Best Practice

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Activity - Business-provided Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small rewards (ie. stickers, school-wide recognition) for exemplary attendance.	Community Engagement	01/04/2016	05/30/2016	\$250	Other	Principal, Director of Pupil Personnel (Funding Source - Citizens Guaranty Bank and Carhartt)

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Irvine P-K will make daily contact with absent students and make an attempt to build a personal relationship with truant students to improve attendance and academic performance.	Policy and Process	01/04/2016	05/30/2016	\$0	No Funding Required	Principal, Attendance Clerk

Activity - School-based Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Irvine P-K will give non-monetary rewards and recognition to students with exemplary attendance. (ie. extra physical activity time, recognition, etc.)	Behavioral Support Program	01/04/2016	05/30/2016	\$0	No Funding Required	Principal

## Goal 7: Increase Kindergarten Readiness

### Measurable Objective 1:

## KDE Comprehensive School Improvement Plan

South Irvine P-K Center

increase student growth to have at least 60% of incoming Kindergarten (previous South Irvine Pre-school students) students Kindergarten-ready by 05/30/2016 as measured by Brigance State Assessments.

### Strategy 1:

Individualized Instruction - Students will receive individualized instruction on the areas that need growth to show Kindergarten readiness. The strategy will be implemented through assessments and teacher-guided instruction.

Category: Early Learning

Research Cited: Best Practice

Activity - Assessing Regularly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Pre-School Assessment through ESGI. SWP (1,2)	Academic Support Program	01/04/2016	05/30/2016	\$2500	General Fund	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Business-provided Incentives	Students will receive small rewards (ie. stickers, school-wide recognition) for exemplary attendance.	Community Engagement	01/04/2016	05/30/2016	\$250	Principal, Director of Pupil Personnel (Funding Source - Citizens Guaranty Bank and Carhartt)
<b>Total</b>					\$250	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	The Rtl team and teachers will use the data wall to better inform their instruction, look for academic trends with student learning and create plans to move all students based on their RIT score for MAP testing. SWP (1,2,8,9)	Academic Support Program	01/11/2016	05/30/2016	\$0	Principal Sims Rtl Coordinator/Rtl Team Classroom Teachers
Computer Software	Students will utilize our different academic computer programs to build foundational skills that will help students achieve success and reduce the overall number of novice scoring students. SWP (1,9)	Academic Support Program, Technology	08/25/2015	05/30/2016	\$3000	Principal Sims Rtl Coordinator Technology Coordinator
Assessing Regularly	Common Pre-School Assessment through ESGI. SWP (1,2)	Academic Support Program	01/04/2016	05/30/2016	\$2500	Principal
PLC	Teachers will meet weekly in PLC's and discuss the most up-to-date ESGI data to formulate instructional strategies. The RTI team will discuss ESGI data at their monthly meetings and ensure that students are moved to appropriate tiers based upon their performance. SWP (1,2,8)	Professional Learning	01/04/2016	05/30/2016	\$2500	Principal, RTI Coordinator, School Technology Coordinator

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**Total** \$8000

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Monitoring	South Irvine P-K will make daily contact with absent students and make an attempt to build a personal relationship with truant students to improve attendance and academic performance.	Policy and Process	01/04/2016	05/30/2016	\$0	Principal, Attendance Clerk
Intervention	After reviewing data from MAP and ESGI, the students that are not performing on grade level will be receive intervention to help build those skills that the students are lacking. The students will receive direct instruction from the interventionists using hands on activities, etc. to practice needed skills. The interventionist will get the focus skills from the collected data and will assess the intervention kids every two weeks for progress monitoring. SWP (1,2,8)	Direct Instruction, Academic Support Program	09/01/2015	05/30/2016	\$0	Principal Sims Rtl Coordinator Interventionists
Student Conferencing	Students will conference with the teacher about their work noting the positive aspects and the areas of growth. Students will also do 'future planning' in order to improve their work for future assignments. SWP (2)	Academic Support Program	01/04/2016	05/30/2016	\$0	Program Review Coordinator
Parent Letters	Principal Sims will write a weekly letter to parents/guardians to keep them informed of school/district activities/policies and updates. This letter will be sent home. SWP (6)	Parent Involvement	01/04/2016	05/30/2016	\$0	Principal Sims
Hands-On/Minds-on	Students complete projects using different medias as well as completing self-assessments. SWP (1,2)	Academic Support Program	01/04/2016	05/30/2016	\$0	RTI Coordinator Program Review Coordinator
School-based Attendance Incentives	South Irvine P-K will give non-monetary rewards and recognition to students with exemplary attendance. (ie. extra physical activity time, recognition, etc.)	Behavioral Support Program	01/04/2016	05/30/2016	\$0	Principal
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$0</span>	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyze Assessment Data	Using the school-wide Kindergarten Data Wall to analyze the effectiveness of core instruction and intervention. Teacher will analyze data to better inform their teaching to meet student needs. SWP (1,2,8)	Academic Support Program	01/11/2016	05/30/2016	\$500	Principal RTI Data Coordinator
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$500</span>	

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**FRYSC**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One-Call	Our school will utilize the one call system to remind parents/guardians of activities or changes to our schedule in order to keep them better informed. SWP (6)	Parent Involvement	01/08/2016	05/30/2016	\$1000	Principal Sims Mary Raider-FRC
<b>Total</b>					\$1000	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape Calibration	Calibration and Re-certification SWP (4)	Professional Learning	01/04/2016	05/30/2016	\$375	District Administration
<b>Total</b>					\$375	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

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

What are the areas of content that South Irvine P-K Center need to address the most?

The data tells us that the content area of Reading and Math are areas of concentration. Almost 50% of our students are coming into Kindergarten from Pre-school ill-prepared for the content based upon Brigance data.

The information collected does not tell us any information about students who have no previous educational experiences (Pre-school, Head-Start, Day Care, etc.). How can we measure what these students know coming into Kindergarten?

## **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?**

Positive student climate and culture have been noted. Students who attend South Irvine P-K Center show a positive attitude, exhibit behaviors that show that they 'want' to be at school, and show very few negative behaviors toward staff and students. This is a cause of celebration because it eliminates one major barrier of the learning process.

## **Opportunities for Improvement**

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

South Irvine P-K Center needs to improve on core instruction. What are we doing daily, in the classroom, to help students reach proficiency and reduce novice-level learning?

We are organizing Professional Development (Literacy By Design, Fountess & Pinell) and Professional Learning Communities (Data Analysis, Instructional Strategies, and Management Strategies) to help aid our efforts in increasing student achievement.

## **Conclusion**

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

Our next steps are to focus on PD's and PLC's to incorporate ideas of improvement to our core instruction. This is the basis to set an atmosphere for optimal teaching and learning.

# **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:**

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

**Measurable Objective 1:**

demonstrate a proficiency in effectively evaluating teachers and staff at South Irvine P-K Center by 05/30/2016 as measured by Teacher Professional Growth and Effectiveness System.

**Strategy1:**

TPGES/Teachscape Calibration - The Principal will continually calibrate his effectiveness through the Teachscape software. This will help ensure that teachers are evaluated accurately for continuous improvement.

Category: Teacher PGES

Research Cited: Danielson

Activity - Teachscape Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calibration and Re-certification	Professional Learning	01/04/2016	05/30/2016	\$375 - District Funding	District Administration

**Goal 2:**

Increase district communication to all stakeholders

**Measurable Objective 1:**

collaborate to include all stakeholders in the education of the students at South Irvine P-K Center by 05/30/2016 as measured by Documentation of events that include multiple stakeholders.

**Strategy1:**

Parent Communication - In order to make stakeholders more aware of what is happening in our building and district wide, South Irvine P-K Center will have weekly communication letters with parents/guardians to keep them involved. Parents/Guardians are vital parts in our students' educational journey. Principal Sims will write the weekly letter and send it home on Thursdays of each week.

Category: Stakeholder Engagement

Research Cited:

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

Activity - One-Call	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will utilize the one call system to remind parents/guardians of activities or changes to our schedule in order to keep them better informed.	Parent Involvement	01/08/2016	05/30/2016	\$1000 - FRYSC	Principal Sims Mary Raider- FRC

Activity - Parent Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal Sims will write a weekly letter to parents/guardians to keep them informed of school/district activities/policies and updates. This letter will be sent home	Parent Involvement	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal Sims

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 elementary and middle school students to 72% by 2017.

### Measurable Objective 1:

demonstrate a proficiency through core instruction and intervention. The outcome will be 80% proficiency on the Kindergarten level by 05/30/2016 as measured by MAP Data.

### Strategy1:

Educational Software for Guiding Instruction - Teachers will be trained and well-versed in the use of ESGI software in monitoring student growth/progress. All students in RTI levels 2 and 3 will receive the assessment bi-monthly. All students in RTI level 1 will receive the assessment monthly.

Category: Continuous Improvement

Research Cited: Best Practice, Greg Gorman

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLC's and discuss the most up-to-date ESGI data to formulate instructional strategies. The RTI team will discuss ESGI data at their monthly meetings and ensure that students are moved to appropriate tiers based upon their performance.	Professional Learning	01/04/2016	05/30/2016	\$2500 - General Fund	Principal, RTI Coordinator, School Technology Coordinator

### Strategy2:

Program Reviews - South Irvine P-K will work to increase Program Review scores toward distinguished in order to improve overall student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

Activity - Hands-On/Minds-on	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete projects using different medias as well as completing self-assessments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	RTI Coordinator Program Review Coordinator

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conference with the teacher about their work noting the positive aspects and the areas of growth. Students will also do 'future planning' in order to improve their work for future assignments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Program Review Coordinator

### Strategy3:

Professional Learning Communities - Kindergarten Teachers will meet weekly to discuss instructional practices and formative assessment.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school-wide Kindergarten Data Wall to analyze the effectiveness of core instruction and intervention. Teacher will analyze data to better inform their teaching to meet student needs.	Academic Support Program	01/11/2016	05/30/2016	\$500 - School Council Funds	Principal RTI Data Coordinator

### Goal 2:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

### Measurable Objective 1:

increase student growth by continually assessing student growth and achievement by 05/30/2016 as measured by the MAP and ESGI assessments.

### Strategy1:

Response to Intervention - Students will be consistently assessed to determine their individual needs. Students who do not meet proficiency in Tier 1 instruction will be moved to Tier 2 and Tier 3 instruction respectively.

Category: Learning Systems

Research Cited: Best Practice

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data from MAP and ESGI, the students that are not performing on grade level will be receive intervention to help build those skills that the students are lacking. The students will receive direct instruction from the interventionists using hands on activities, etc. to practice needed skills. The interventionist will get the focus skills from the collected data and will assess the intervention kids every two weeks for progress monitoring.	Academic Support Program Direct Instruction	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal Sims Rtl Coordinator Interventionists

### Goal 3:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

#### Measurable Objective 1:

demonstrate a proficiency in effectively evaluating teachers and staff at South Irvine P-K Center by 05/30/2016 as measured by Teacher Professional Growth and Effectiveness System.

#### Strategy1:

TPGES/Teachscape Calibration - The Principal will continually calibrate his effectiveness through the Teachscape software. This will help ensure that teachers are evaluated accurately for continuous improvement.

Category: Teacher PGES

Research Cited: Danielson

Activity - Teachscape Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calibration and Re-certification	Professional Learning	01/04/2016	05/30/2016	\$375 - District Funding	District Administration

### Goal 4:

Reduce the percentage of all students scoring Novice in reading from 32% to 28.8% and math from 17.7% to 15.93% by 2016.

#### Measurable Objective 1:

increase student growth by decreasing the number of students below grade level and/or novice-level students by 04/29/2016 as measured by Measures of Academic Progress.

#### Strategy1:

Computer Software - We have many computer programs that help to target foundational skills that our Kindergarten students need to develop in order to be successful. We have Reading Eggs, Math Seeds, Raz Kids, and Starfall. These programs also have home access, so that students and families can work on these skills at home. Each computer program and student logins were created and sent home within the first 15 days of school.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Computer Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize our different academic computer programs to build foundational skills that will help students achieve success and reduce the overall number of novice scoring students.	Technology Academic Support Program	08/25/2015	05/30/2016	\$3000 - General Fund	Principal Sims Rtl Coordinator Technology Coordinator

**Strategy2:**

Rtl - The Rtl Coordinator will review all the student data with the intervention team. They will make sure to work with students that have fallen into the 25 percentile and lower. These students will be worked with 4 to 5 days a week for 30 minutes in a small group setting or individually if in tier 3. The Rtl team meets monthly and makes appropriate changes to help the students of South Irvine P-K Center.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl team and teachers will use the data wall to better inform their instruction, look for academic trends with student learning and create plans to move all students based on their RIT score for MAP testing.	Academic Support Program	01/11/2016	05/30/2016	\$0 - General Fund	Principal Sims Rtl Coordinator/Rtl Team Classroom Teachers

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

**Goal 1:**

Increase Kindergarten Readiness

**Measurable Objective 1:**

increase student growth to have at least 60% of incoming Kindergarten (previous South Irvine Pre-school students) students Kindergarten-ready by 05/30/2016 as measured by Brigance State Assessments.

**Strategy1:**

Individualized Instruction - Students will receive individualized instruction on the areas that need growth to show Kindergarten readiness. The strategy will be implemented through assessments and teacher-guided instruction.

Category: Early Learning

Research Cited: Best Practice

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

Activity - Assessing Regularly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Pre-School Assessment through ESGI.	Academic Support Program	01/04/2016	05/30/2016	\$2500 - General Fund	Principal

## Narrative:

Every Kindergarten student has been assessed within the first 30 days of Kindergarten using the Brigance Screener.

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

## Goal 1:

Increase Kindergarten Readiness

## Measurable Objective 1:

increase student growth to have at least 60% of incoming Kindergarten (previous South Irvine Pre-school students) students Kindergarten-ready by 05/30/2016 as measured by Brigance State Assessments.

## Strategy1:

Individualized Instruction - Students will receive individualized instruction on the areas that need growth to show Kindergarten readiness.

The strategy will be implemented through assessments and teacher-guided instruction.

Category: Early Learning

Research Cited: Best Practice

Activity - Assessing Regularly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Pre-School Assessment through ESGI.	Academic Support Program	01/04/2016	05/30/2016	\$2500 - General Fund	Principal

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

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% by 2017.

## Measurable Objective 1:

demonstrate a proficiency through core instruction and intervention. The outcome will be 80% proficiency on the Kindergarten level by 05/30/2016 as measured by MAP Data.

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

## Strategy1:

Professional Learning Communities - Kindergarten Teachers will meet weekly to discuss instructional practices and formative assessment.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school-wide Kindergarten Data Wall to analyze the effectiveness of core instruction and intervention. Teacher will analyze data to better inform their teaching to meet student needs.	Academic Support Program	01/11/2016	05/30/2016	\$500 - School Council Funds	Principal RTI Data Coordinator

## Strategy2:

Program Reviews - South Irvine P-K will work to increase Program Review scores toward distinguished in order to improve overall student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conference with the teacher about their work noting the positive aspects and the areas of growth. Students will also do 'future planning' in order to improve their work for future assignments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Program Review Coordinator

Activity - Hands-On/Minds-on	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete projects using different medias as well as completing self-assessments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	RTI Coordinator Program Review Coordinator

## Strategy3:

Educational Software for Guiding Instruction - Teachers will be trained and well-versed in the use of ESGI software in monitoring student growth/progress. All students in RTI levels 2 and 3 will receive the assessment bi-monthly. All students in RTI level 1 will receive the assessment monthly.

Category: Continuous Improvement

Research Cited: Best Practice, Greg Gorman

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLC's and discuss the most up-to-date ESGI data to formulate instructional strategies. The RTI team will discuss ESGI data at their monthly meetings and ensure that students are moved to appropriate tiers based upon their performance.	Professional Learning	01/04/2016	05/30/2016	\$2500 - General Fund	Principal, RTI Coordinator, School Technology Coordinator

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

## Goal 2:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

### Measurable Objective 1:

increase student growth by continually assessing student growth and achievement by 05/30/2016 as measured by the MAP and ESGI assessments.

### Strategy1:

Response to Intervention - Students will be consistently assessed to determine their individual needs. Students who do not meet proficiency in Tier 1 instruction will be moved to Tier 2 and Tier 3 instruction respectively.

Category: Learning Systems

Research Cited: Best Practice

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data from MAP and ESGI, the students that are not performing on grade level will be receive intervention to help build those skills that the students are lacking. The students will receive direct instruction from the interventionists using hands on activities, etc. to practice needed skills. The interventionist will get the focus skills from the collected data and will assess the intervention kids every two weeks for progress monitoring.	Direct Instruction Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal Sims Rtl Coordinator Interventionists

## Goal 3:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

### Measurable Objective 1:

demonstrate a proficiency in effectively evaluating teachers and staff at South Irvine P-K Center by 05/30/2016 as measured by Teacher Professional Growth and Effectiveness System.

### Strategy1:

TPGES/Teachscape Calibration - The Principal will continually calibrate his effectiveness through the Teachscape software. This will help ensure that teachers are evaluated accurately for continuous improvement.

Category: Teacher PGES

Research Cited: Danielson

Activity - Teachscape Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calibration and Re-certification	Professional Learning	01/04/2016	05/30/2016	\$375 - District Funding	District Administration

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

## Goal 4:

Reduce the percentage of all students scoring Novice in reading from 32% to 28.8% and math from 17.7% to 15.93% by 2016.

### Measurable Objective 1:

increase student growth by decreasing the number of students below grade level and/or novice-level students by 04/29/2016 as measured by Measures of Academic Progress.

### Strategy1:

Rtl - The Rtl Coordinator will review all the student data with the intervention team. They will make sure to work with students that have fallen into the 25 percentile and lower. These students will be worked with 4 to 5 days a week for 30 minutes in a small group setting or individually if in tier 3. The Rtl team meets monthly and makes appropriate changes to help the students of South Irvine P-K Center.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl team and teachers will use the data wall to better inform their instruction, look for academic trends with student learning and create plans to move all students based on their RIT score for MAP testing.	Academic Support Program	01/11/2016	05/30/2016	\$0 - General Fund	Principal Sims Rtl Coordinator/Rtl Team Classroom Teachers

### Strategy2:

Computer Software - We have many computer programs that help to target foundational skills that our Kindergarten students need to develop in order to be successful. We have Reading Eggs, Math Seeds, Raz Kids, and Starfall. These programs also have home access, so that students and families can work on these skills at home. Each computer program and student logins were created and sent home within the first 15 days of school.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Computer Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize our different academic computer programs to build foundational skills that will help students achieve success and reduce the overall number of novice scoring students.	Technology Academic Support Program	08/25/2015	05/30/2016	\$3000 - General Fund	Principal Sims Rtl Coordinator Technology Coordinator

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

SY 2015-2016

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**Measurable Objective 1:**

increase student growth by continually assessing student growth and achievement by 05/30/2016 as measured by the MAP and ESGI assessments.

**Strategy1:**

Response to Intervention - Students will be consistently assessed to determine their individual needs. Students who do not meet proficiency in Tier 1 instruction will be moved to Tier 2 and Tier 3 instruction respectively.

Category: Learning Systems

Research Cited: Best Practice

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reviewing data from MAP and ESGI, the students that are not performing on grade level will be receive intervention to help build those skills that the students are lacking. The students will receive direct instruction from the interventionists using hands on activities, etc. to practice needed skills. The interventionist will get the focus skills from the collected data and will assess the intervention kids every two weeks for progress monitoring.	Academic Support Program Direct Instruction	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal Sims Rtl Coordinator Interventionists

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency through core instruction and intervention. The outcome will be 80% proficiency on the Kindergarten level by 05/30/2016 as measured by MAP Data.

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

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## Strategy1:

Program Reviews - South Irvine P-K will work to increase Program Review scores toward distinguished in order to improve overall student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conference with the teacher about their work noting the positive aspects and the areas of growth. Students will also do 'future planning' in order to improve their work for future assignments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Program Review Coordinator

Activity - Hands-On/Minds-on	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete projects using different medias as well as completing self-assessments.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	RTI Coordinator Program Review Coordinator

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

South Irvine P-K Center

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Needs to be addressed within the school.	

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

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

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

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

**KDE Comprehensive School Improvement Plan**

South Irvine P-K Center

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

South Irvine P-K Center

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

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

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

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

# The Missing Piece

## **Introduction**

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

## **Stakeholders**

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

Jennifer Palmer (Pre-School Teacher)

Shonna Ballard (Kindergarten Teacher)

Heather Corack (Kindergarten Teacher)

Katie Parker (RTI Coordinator)

Brock Sims (Principal)

Traci Welch (SBDM Parent Representative)

Stephanie Brinager (SBDM Parent Representative)

Tonya Isaacs (Assistant Superintendent)

## Relationship Building

Overall Rating: 2.71

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

# KDE Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

## Decision Making

Overall Rating: 1.71

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

# KDE Comprehensive School Improvement Plan

South Irvine P-K Center

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

Overall Rating: 2.67

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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: 2.5

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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: 1.83

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

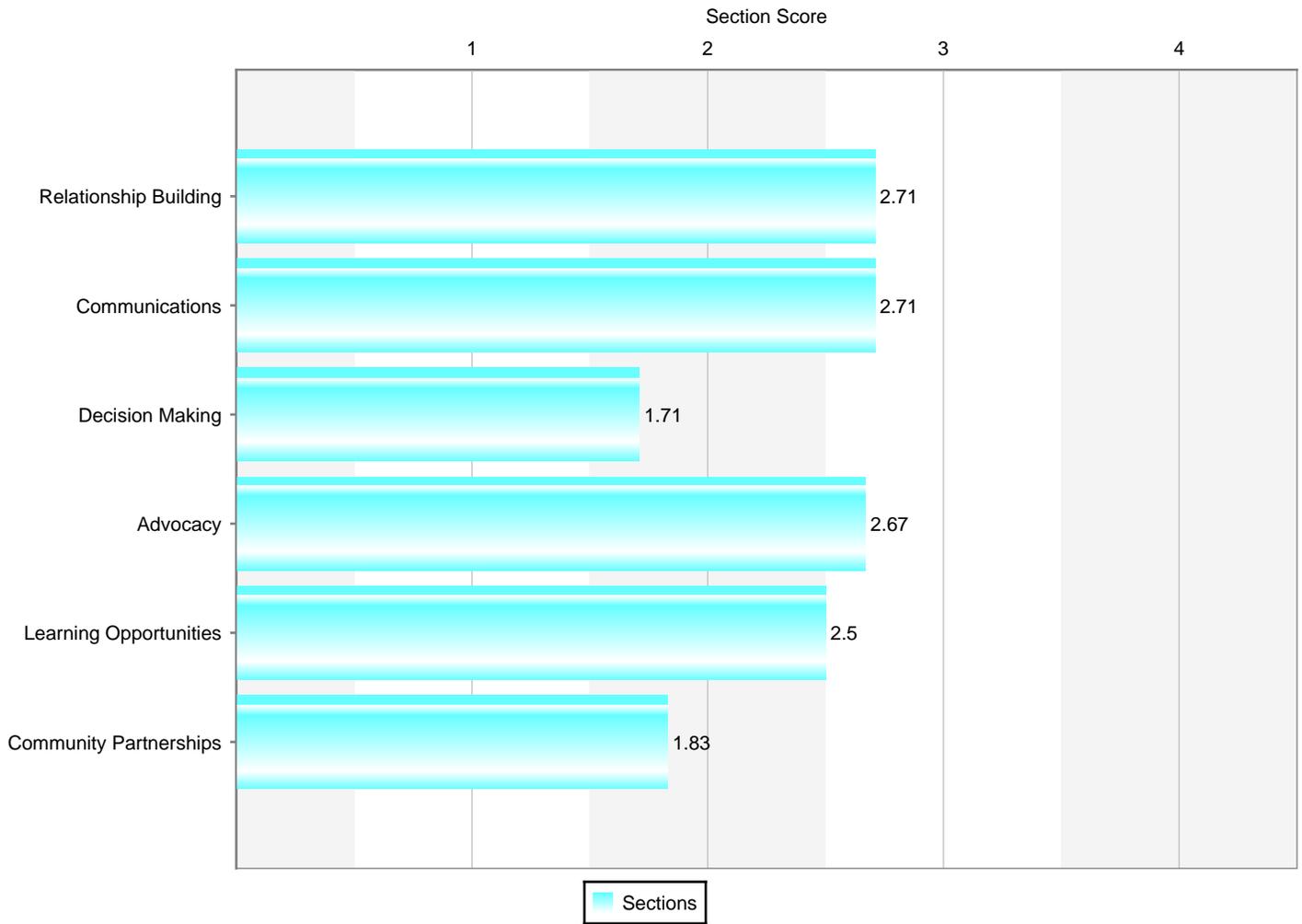
## Reflection

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

Upon review, the leadership at South Irvine P-K Center needs to utilize community, business, and parent-based organizations to help increase opportunities for students at the school. More communication needs to occur from the school's leadership to stakeholders in the community.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

South Irvine P-K Center has developed a Leadership team consisting of 3 teacher SBDM Council Members and 2 teacher leaders to aid in the development of the Comprehensive School Improvement Plan. The SBDM Council (including two parent representatives) will view and give feedback of the developed CSIP before submission to the District and State offices. Any suggested revisions will be considered and adjusted based on the needs of students.

In the future, South Irvine P-K plans on including parent and community representatives in the developmental process of the CSIP.

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

Teacher representatives were assigned responsibilities to develop specific areas of the CSIP. The principal assumed the majority of the role in its development. Again, in the future, stakeholders will assume more of a responsibility in its development.

**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 was presented to teachers and staff in a staff meeting. Also, the plan was presented to the SBDM Council for approval and revisions prior to submission to district and state offices. This process needs to be revised and improved for future plans.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Jennifer Palmer was consulted with and she looked back in the minutes to provide the accurate date. 7/7/15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Adoption date: 7/7/15	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Yes. District and school have provided first responders with all necessary information in case of an emergency. Lisa Reece was contacted to help provided an accurate date. She stated that this took place in July of 2015.	

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

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Faculty & Staff Review Date: August 4, 2015	

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

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	No	With primary routes only. We need to add secondary routes and update the school map to include new teacher names.	

**KDE Comprehensive School Improvement Plan**

South Irvine P-K Center

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Lisa Reece was contacted to provide an accurate date. She stated that the Fire Marshall reviewed our plan in August of 2015.	

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drill: 8/13/15 Lockdown Drill: 8/25/15 Severe Weather Drill: 8/19/15 Earthquake Drill: 8/20/15	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

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

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

The PGES system. Estill County schools is making a commitment to ensure that all teachers are evaluated properly and effectively through the Teacher Professional Growth Evaluation System on a consistent basis.

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

This was developed through a professional development regarding equitable access at a regional professional development event and data from previous teacher evaluations.

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

The root cause is a possible lack of sufficient core instruction for all students and a lack of 'buy-in' from teachers and principals of the PGES system in previous school years.

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

At this point, a majority of teachers were evaluated as either being "accomplished" or "exemplary". This needs to be revisited with assurances that teachers are being evaluated fairly and properly for professional growth.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

At this point, there are no policies to ensure that this is being done with fidelity. This will be revisited within the CDIP, CSIP, and through SBDM meetings and discussions.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Students who could be identified as low performing or 'at risk' are assigned to a teacher that is reviewed as being 'accomplished' or 'exemplary'. Students will not receive an ineffective or developing teacher multiple years in a row.

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

Student data is examined, however data, at this juncture, is not used to target teachers for these students.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

When a job opening occurs, it is posted online for any applicant to apply. After the application process takes place, the applicants' information is reviewed by SBDM and the Principal. The applicants that pass this setting are interviewed. Our SBDM council and Principal select the applicant who is the most qualified for the opening and will fit into our school team the best.

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

Teachers who are identified as effective are retained. No incentives have been identified at this time.

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

Our Rtl Coordinator helps to mentor our first year, inexperienced and out of field teachers. She provided curriculum and assessment

help/guidance in order to strengthen their skills.

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

.Professional learning is an area of improvement for this school. Based on the ratings, we will be having more effective and beneficial professional developments in our core programs, such as Fountas and Pinnell/Literacy by Design.

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

.The TELL survey information has been reviewed and will guide our plan to increase all facets of teacher professional learning and recruitment/retention.

## **Questions**

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

- Continuing to train teachers on the Danielson framework.
- Administrator continues to re-calibrate/re-certify in TeachScape for effective evaluations.
- Student data is used to place them in classes where they can succeed.