EVERY CHILD

PROFICIENT & PREPARED FOR SUCCESS

KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan

Joe Harrison Carter

Monroe County

Jeff Blythe, Principal
3888 Edmonton Road
Tompkinsville, KY 42167

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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?

Joe Harrison Carter Elementary School serves approximately 237 students preschool through 5th grade. It is located north of Tompkinsville in rural Monroe County. Our student body consists of mostly white low to middle socio-economic status students. Less than 2% of our student population is Hispanic or African American. Our student body is almost evenly split between males and females.

Joe Harrison Carter has approximately thirteen certified teachers, four instructional assistants, one principal, and one guidance counselor along with approximately nine other staff members including secretaries, cooks, and custodians. Our experienced staff averages 17 years. Their dedication provides our students with a warm, caring, and flexible setting while providing a diverse and challenging learning environment that empowers students to succeed. They incorporate best practice and research based teaching strategies in all classrooms. Parents and community volunteers are involved on a daily basis. They offer tremendous support and are a key element to our continued student success.

Our student demographics are 66% free/reduced and 34% paid lunch, which imparts upon our school the challenge of closing the achievement gap between the two groups. We strive daily to reduce barriers and meet the educational, social, and emotional needs of each child.

Joe Harrison Carter Elementary is blessed with a group of committed teachers, staff, students and parents. Our culture provides a wonderful place for students to learn, teachers and staff to work, and parents to volunteer. We are very proud of our school and will continue to strive for excellence.

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.

    Joe Harrison Carter Elementary School holds a completely student-run morning meeting every morning that includes all students and staff members. During this meeting we celebrate accomplishments (Reading Plus and Lexia accomplishments, contests winners, birthdays, student success and good manners, etc.) review weekly events, pledge of allegiance, and expectations for students.

    Our schedule at Joe Harrison Carter Elementary allows for third through fifth grade students to change classes throughout the day. They rotate to different teachers for Math, Reading, Science, Social Studies, and Writing. Our kindergarten through first grade classes are self-contained, with ability grouping for reading, math and literacy blocks. Our Response to Intervention Program (RTI) is incorporated into the intermediate schedule and Primary Blocks provide intervention on a daily basis.

Our teachers regularly attend school and district Professional Learning Committee meetings, analyze formative and summative assessments, provide mastery teaching instruction, and emphasize differentiated instruction. Actions such as these support our mission statement and beliefs that we can help children reach their highest possible level.

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.

In the spring of 2011 Joe Harrison Carter Elementary School BETA Club won first place in the state and national Songfest Competition. We also had a student place first in the State Photography competition. During the last four years our STLP Club has had many showcases win at the regional level and go on for competition at the state level. Our Academic Team has greatly improved in the last three years by placing in the District Governor's Cup in Quick Recall and Future Problem Solving. Last year, our Academic Team won first in the region.

Achievement scores with the KCCT testing system have shown much improvement throughout the years for Joe Harrison Carter Elementary School students. Students achieved the Distinguished level in combined reading and math on the 2014 KPREP Assessment. Our school also qualified as a School of Distinction. Our school still struggles with the gap area of free and reduced students compared to paid lunch students. We believe the primary reason for this gap is a need to improve literacy skills in our free and reduced population. Our focus is now in the area of literacy in all grade levels.

Additional Information

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

Joe Harrison Carter Elementary School was a pilot school for the new Professional Growth and Evaluation System (PGES) in 2013-2014. With the full implementation of PGES last year, it is our goal that all professionals in our building model being life-long learners. We strive to grow each year, and continue to improve ourselves professionally.

The PGES system evaluates certified personnel more often, and with a clearer set of expectations than in years past. We were excited to be a pilot school and begin learning about the new system before this became mandated for all schools in Kentucky. With the knowledge we have gained, we will strive to adhere to the growth mindset contained in the PGES plan.

All students have had the opportunity to participate in the Eat Five and Thrive program. This program promotes healthy eating and recommends exercise for students to incorporate into their lifestyle. Furthermore, the local Extension Office and 4-H present healthy food and healthy living activities for all students on a regular basis.

JHC Sharpen Your Saw Activities

This school year, JHC continues a behavior incentive system based on Steven Covey's "7-Habits", "The Leader In Me". With this system, students are rewarded for leadership behavior every Friday with Sharpen Your Saw activities. Students get to choose from a variety of fun teacher developed and executed activities. The system has been a huge success, and behavior is better than ever at JHC. A variety of activities are included: Nail Salon, Dolls, Trucks/Cars, Technology, Bunco, Minute To Win-It, Dodge Ball, and Building Blocks.

Clubs

In the 2010-2011 School year, the JHC Jr, Beta Club won 1st in the state, and 1st in the nation for their Songfest performance.

In the 2011-2012 School year, the JHC Academic Team placed first in the district.

In the 2011-2012 School year, the JHC STLP Club placed in the top 25 in the state.

In the 2011-2013 School year, Mrs. Tami Dodson was awarded with Beth Henderson award for outstanding STLP sponsor.

In the 2014-2015 School year, the JHC Academic Team won first place overall and first place in Quick Recall at the district Governor's Cup Competition.

2015-2016 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2015-2016 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase the average combined reading and math KPREP % Prof/Dist for Joe Harrison Carter Elementary School students from 51.5% in 2015 to 73.7% in 2019 (E, M, D)	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0
2	All incomming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge. (Brigance Assessment)	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	100% of students will receive quality instruction in all areas covered by program reviews. This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0
4	100% of Joe Harrison Carter Elementary School staff members will complete the TELL survey on a rotational basis and participate in a thorough review and discussion of the results as well as next steps planning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Increase the % Prof/Dist for all Non-Duplicated Gap Group students at Joe Harrison Carter Elementary school so that the combined reading and math % P/D increases from 51.5 in 2015 to 73.7 points in 2019 as measured by the school report (E,M,H, D)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$500
6	Decrease the number of Novice in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	To increase the percentage of proficient/distinguished non duplicated gap students in social studies by 67%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$405
8	Improve writing scores in achievement, gaps, and growth.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$300
9	Increase the percentage of effective teachers from 92% in 2015 to 100% in 2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

10	JHC will reduce the number of combined reading and math % novice by 63% from 28% in 2015 to 10% 2021. Meaning, the percentage of students scoring novice will be reduced from 28% to 10% by 2021.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$24000

Goal 1: We will increase the average combined reading and math KPREP % Prof/Dist for Joe Harrison Carter Elementary School students from 51.5% in 2015 to 73.7% in 2019 (E, M, D)

Measurable Objective 1:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 65% increase in prof/dist from 46.1% in 2015 to 70.1% in 2019. This means that non-duplicated gap group students will increase their % P/D by 65% in English/Language Arts. in English Language Arts by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy 1:

Intervention - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

-Initiate differentiated Reading Stations

-Initiate student Choice Boards

-Reading teacher will continue to come into the classroom during third grade and pull students to work with that are having difficulty in reading and comprehension every day for 25-30 minutes.

-Teacher will be communicating with each student and parent about their test scores.

-Throughout the year, the teacher will send progress reports and grade cards with specific feedback on how a student is doing in reading.

-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District PLC	Professional Learning	08/14/2015	05/31/2019	$0	State Funds	Teacher and Principal

Measurable Objective 2:

61% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase % of Prof/Dist from 41.0% in 2015 to 67.2% in 2019. This means that the non-duplicated gap students will increase their % Prof/Dist 61 % in Mathematics.   in Mathematics by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy 1:

Math Intervention -

-Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

-Model more proficient and distinguished examples for students, especially on extended response.

-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

-Response to Intervention at School: The Science and Practice of Assessment and Intervention Shane R. Jimerson, Matthew K. Burns, Amanda M. VanDerHeyden

http://link.springer.com/chapter/10.1007%2F978-0-387-49053-3_1?LI=true

- Key Research Support for Accelerated MathâEffectiveness   Spicuzza, R., Ysseldyke, J., Lemkuil, A., Kosciolek, S., Boys, C., & Teelucksingh, E.

(2001). Effects of curriculum-based monitoring on classroom instruction and math achievement. Journal of School Psychology, 39(6), 521â542.

http://doc.renlearn.com/KMNet/R001181703GD4955.pdf

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District PLCs	Professional Learning	08/14/2015	05/31/2019	$0	State Funds	Teacher and Principal

Goal 2: All incomming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge. (Brigance Assessment)

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a behavior of having completed an ELA screening to determin letter and sound recognition as well as reading ability. in English Language Arts by 08/01/2015 as measured by Kindergarten screening assessment.

Strategy 1:

Kindergarten Readiness Assessment - Kindergarten Teachers will collaboratively develop a kindergarten readiness screening assessment based on grade appropriate common core standards.

Category:

Research Cited: TBD

Activity - Kindergarten PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten PLC to collaboratively develop a kindergarten readiness screener that alligns with state standards	Academic Support Program	06/10/2013	08/02/2013	$0	General Fund	Principal Kindergarten Teachers

Goal 3: 100% of students will receive quality instruction in all areas covered by program reviews. This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in the areas of arts and humanities outlined in the Arts and humanities Program Review in Art & Humanities by 05/29/2015 as measured by Office Staff who will enter each evidence into the school's intra-net as well as a checklist. Each area of the arts program review will be checked off as teachers submit the entries for evidence..

Strategy 1:

Arts Program Review PLC - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by the arts program review in school level PLC's.

Category:

Research Cited: TBD

Activity - Arts Program Review PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts Program Review PLC	Other	02/01/2013	05/24/2013	$0	General Fund	Principal Counselor Teachers

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in all areas covered by the Practical Living Program Review in Practical Living by 05/29/2015 as measured by teacher program review evidence entries and check-off list of entries.

Strategy 1:

Practical Living Program Review PLC - Teachers will collaboratively develop lesson units, plans, and strategies that address all the demonstrators for the practical living program review.

Category:

Research Cited: TBD

Activity - Practical Living PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practical Living Program Review PLC Strategy Sharing	Other	02/01/2013	05/24/2013	$0	General Fund	Principal All School Staff

Goal 4: 100% of Joe Harrison Carter Elementary School staff members will complete the TELL survey on a rotational basis and participate in a thorough review and discussion of the results as well as next steps planning.

Measurable Objective 1:

collaborate to determine next steps of action needed for the school based on the results of the TELL Survey. by 05/29/2015 as measured by reviewing completion reports on the survey and a sign-in sheet for staff members at the results review meeting..

Strategy 1:

TELL Survey Results Review - Staff members will meet in an after school staff meeting to review and discuss the results of the TELL Survey. Decisions and changes will be made based on the conversations of the meeting.

Category: Continuous Improvement

Research Cited: TBD

Activity - TELL Survey Results Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL Survey Results Review	Other	08/01/2014	05/12/2015	$0	General Fund	Principal All School Staff

Goal 5: Increase the % Prof/Dist for all Non-Duplicated Gap Group students at Joe Harrison Carter Elementary school so that the combined reading and math % P/D increases from 51.5 in 2015 to 73.7 points in 2019 as measured by the school report (E,M,H, D)

Measurable Objective 1:

demonstrate a proficiency by a 69% increase of Non-Duplicated Gap Group Students % Prof/Dist by 05/31/2019 as measured by 2019 KPREP Assessment. Meaning that 69% more non-duplicated gap group students will perform at prof/dist..

Strategy 1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Category: Continuous Improvement

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	$500	General Fund	Principal

Goal 6: Decrease the number of Novice in Reading

Measurable Objective 1:

demonstrate a behavior of 15% or less will score Novice in Reading by 05/12/2015 as measured by 2015 KPREP.

Strategy 1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	$0	General Fund	All Staff

Goal 7: To increase the percentage of proficient/distinguished non duplicated gap students in social studies by 67%.

Measurable Objective 1:

demonstrate a proficiency By March 31, 2019, JHC will increase the percentage of non duplicated gap group students scoring prof/dist in social studies scores from 50.4% in 2015 to 74.3% in 2019. by 03/31/2019 as measured by 2015 KPREP.

Strategy 1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class

speakers

Category:

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	$405	General Fund	All Staff

Goal 8: Improve writing scores in achievement, gaps, and growth.

Measurable Objective 1:

demonstrate a proficiency to increase the overall % Prof/Dist from 43.8% P/D in 2015 to 67.7% P/D in 2019. by 03/31/2019 as measured by 2017 KPREP.

Strategy 1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	$300	Title I Schoolwide	All Staff

Goal 9: Increase the percentage of effective teachers from 92% in 2015 to 100% in 2019

Measurable Objective 1:

demonstrate a proficiency 100% Effective teaching by 03/31/2019 as measured by KPREP Assessment and District Benchmark assessments..

Strategy 1:

PGES - Teacher evaluations

Category:

Activity - PGES Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PGES Domain PLC's	Professional Learning	08/01/2014	05/13/2020	$0	General Fund	Principal All Certified Staff

Goal 10: JHC will reduce the number of combined reading and math % novice by 63% from 28% in 2015 to 10% 2021. Meaning, the percentage of students scoring novice will be reduced from 28% to 10% by 2021.

Measurable Objective 1:

A 63% decrease of All Students will demonstrate a behavior to reduce the % of students scoring novice in the area of English/Language Arts from 28% in 2015 to 10%in 2021 in English Language Arts by 03/31/2021 as measured by the year end KPREP Assessment.

Strategy 1:

RTI - Students will receive prescriptive Response to Intervention based on Classroom formative assessments, Reading Plus, Lexia, MAP, and STAR Assessments.

Category: Continuous Improvement

Research Cited: Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. Research in the Schools, 14(1), 40–59.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading RTI	Academic Support Program	08/14/2015	05/27/2016	$12000	Other	All Staff

Measurable Objective 2:

A 63% decrease of All Students will demonstrate a behavior reduce the percentage of students scoring novice in the area of mathematics by 63% from 28% in 2015 to 10% in 2021. in Mathematics by 03/31/2021 as measured by KPREP.

Strategy 1:

Math RTI - Daily Math RTI based on classroom formative assessments, benchmark assessments, STAR Math, Accelerated Math, and MAP assessments.

Category: Continuous Improvement

Research Cited: Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. School Psychology Review, 36(3), 453–467.

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

Math RTI	Academic Support Program	08/14/2015	05/27/2016	$12000	Other	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	School and District PLCs	Professional Learning	08/14/2015	05/31/2019	$0	Teacher and Principal
PLC	School and District PLC	Professional Learning	08/14/2015	05/31/2019	$0	Teacher and Principal
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Reading RTI	Academic Support Program	08/14/2015	05/27/2016	$12000	All Staff
RTI	Math RTI	Academic Support Program	08/14/2015	05/27/2016	$12000	All Staff
				Total	$24000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher RTI Strategies Training	Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	$500	Principal
Practical Living PLC	Practical Living Program Review PLC Strategy Sharing	Other	02/01/2013	05/24/2013	$0	Principal All School Staff
PGES Learning	PGES Domain PLC's	Professional Learning	08/01/2014	05/13/2020	$0	Principal All Certified Staff
Multiple Measures	RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	$405	All Staff

KDE Comprehensive School Improvement Plan

Joe Harrison Carter

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	$0	All Staff
Arts Program Review PLC	Arts Program Review PLC	Other	02/01/2013	05/24/2013	$0	Principal Counselor Teachers
Kindergarten PLC	Kindergarten PLC to collaboratively develop a kindergarten readiness screener that alligns with state standards	Academic Support Program	06/10/2013	08/02/2013	$0	Principal Kindergarten Teachers
TELL Survey Results Review	TELL Survey Results Review	Other	08/01/2014	05/12/2015	$0	Principal All School Staff
				Total	$905	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Strategies	PD	Professional Learning	10/28/2013	05/30/2014	$300	All Staff
				Total	$300	

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?

We desire to determine our school's instructional and assessment strengths and weaknesses to guide us to higher student achievement. We have calculated the following data from various assessments.

Math Data:

% of Students scoring at or above grade Level on the August 2015 STAR Math Assessment

First	Second	Third	Fourth	Fifth	School
63%	50%	77%	59%	59%	62%

% of Students scoring at or above grade Level on the April 2015 STAR Math Assessment

Fourth	Fifth	School
55%	62%	59%

% of Students scoring Proficient/Distinguished on the Math CMA 3 (2014-2015 School Year)

First	Second	Third	Fourth	Fifth	School
88%	61%	25%	50%	56%	56%

% of Students scoring Proficient/Distinguished on the Math CMA 4 (2014-2015 School Year)

First	Second	Third	Fourth	Fifth	School
100%	82%	63%	38%	48%	66%

Average from all assessments = Math 61%

Reading Data:

% of Students reading at or above grade level on the August 2015 STAR Reading Assessment

First	Second	Third	Fourth	Fifth	School
71%	47%	57%	62%	51%	58%

% of Students reading at or above grade level on the April 2015 STAR Reading Assessment

Second	Third	Fourth	Fifth	School
48%	54%	65%	52%	55%

% of Students scoring Proficient/Distinguished on the ELA CMA 3 (2014-2015 School Year)

First	Second	Third	Fourth	Fifth	School
82%	12%	67%	32%	69%	52%

% of Students scoring Proficient/Distinguished on the ELA CMA 4 (2014-2015 School Year)

First	Second	Third	Fourth	Fifth	School
88%	58%	63%	60%	19%	58%

Average from all assessments = Reading 56%

School Wide Goals:

Reading:

We made huge strides this past school year in the area of reading. All teachers and students bought in to our goal of having students on grade level before the end of the year. We ended the school year with 78% of all students reading on or above grade level. However, when looking to see if they had reached the beginning of the next year's grade level, we were only at 56%. Therefore, we feel that we need to continue to work on this goal. I do believe we are on the right track and want to continue with these strategies.

Math:

This WIG statement is derived from data. The past few years, we have focused as a school on reading, and have worked extremely hard to purchase quality reading resources. We now feel that we needed more Math resources in order to help our students reach success. Therefore, we have researched math resources that correlate directly to the Common Core.

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?

While our percentages are not where we want them to be, our strategies we have put into practice are our strongest point. We have well trained individuals with a clear goal and clear strategies for reaching the goals.

Opportunities for Improvement

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

Our percentages need to improve to reach our reading and math "Grave Level Equivalency" goals.

Conclusion

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

Strategies:

Reading:

Purchase Lexia software to be used in grades K-2.

Purchase Reading Plus in grades 3-5.

Set aside time in classroom schedules and in the computer lab for Reading Plus and Lexia so that students have enough time to complete recommended usage and See Reader assignments weekly.

School wide expectation will be to continue to have reading homework three times a week that is age appropriate for grade levels to encourage students to read outside of school. (Includes homework in ELA with reading logs.)

Scoreboard school display to provide a visual for students and teachers of where we are in meeting our school, grade level, and homeroom reading goals.

In order to address novice reduction, we will strive to have less than 5% of students scoring novice on Reading CMAs, STAR Reading and Reading MAP data this school year.

Math:

Continue weekly Math Lab for all grade levels

Purchase Accelerated Math for 4th and 5th grades

Provide Eureka Math resources for all grade levels and hold PD on how to use the website for reference.

Use MAP assessments in place of Discovery Education

Update current Math CMA in all grade levels.

Add scoreboard school display to provide a visual for students/teachers of where we are in meeting our school, grade level, and homeroom reading goals

In order to address novice reduction, we will strive to have less than 5% of students scoring novice on Math CMA and Math MAP data this school year.

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:

100% of Joe Harrison Carter Elementary School staff members will complete the TELL survey on a rotational basis and participate in a thorough review and discussion of the results as well as next steps planning.

Measurable Objective 1:

collaborate to determine next steps of action needed for the school based on the results of the TELL Survey. by 05/24/2013 as measured by reviewing completion reports on the survey and a sign-in sheet for staff members at the results review meeting..

Strategy1:

TELL Survey Results Review - Staff members will meet in an after school staff meeting to review and discuss the results of the TELL Survey. Decisions and changes will be made based on the conversations of the meeting.

Category: Continuous Improvement

Research Cited: TBD

Activity - TELL Survey Results Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Survey Results Review	Other	08/01/2014	05/12/2015	$0 - General Fund	Principal All School Staff

Goal 2:

Increase the percentage of effective teachers from 92% in 2015 to 100% in 2019

Measurable Objective 1:

demonstrate a proficiency 100% Effective teaching by 03/31/2019 as measured by KPREP Assessment and District Benchmark assessments..

Strategy1:

PGES - Teacher evaluations

Category:

Research Cited:

Activity - PGES Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES Domain PLC's	Professional Learning	08/01/2014	05/13/2020	$0 - General Fund	Principal All Certified Staff

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

Goal 1:

We will increase the average combined reading and math KPREP % Prof/Dist for Joe Harrison Carter Elementary School students from 51.5% in 2015 to 73.7% in 2019 (E, M, D)

Measurable Objective 1:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 65% increase in prof/dist from 46.1% in 2015 to 70.1% in 2019. This means that non-duplicated gap group students will increase their % P/D by 65% in English/Language Arts. in English Language Arts by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Intervention - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

-Initiate differentiated Reading Stations

-Initiate student Choice Boards

-Reading teacher will continue to come into the classroom during third grade and pull students to work with that are having difficulty in reading and comprehension every day for 25-30 minutes.

-Teacher will be communicating with each student and parent about their test scores.

-Throughout the year, the teacher will send progress reports and grade cards with specific feedback on how a student is doing in reading.

-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLC	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

Measurable Objective 2:

61% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase % of Prof/Dist from 41.0% in 2015 to 67.2% in 2019. This means that the non-duplicated gap students will increase their % Prof/Dist 61 % in Mathematics.   in Mathematics by 05/31/2019 as measured by as measured by School Report from

KPREP (E, M, H, M).

Strategy1:

Math Intervention -

-Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

-Model more proficient and distinguished examples for students, especially on extended response.

-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

-Response to Intervention at School: The Science and Practice of Assessment and Intervention Shane R. Jimerson, Matthew K. Burns,

Amanda M. VanDerHeyden   http://link.springer.com/chapter/10.1007%2F978-0-387-49053-3_1?LI=true

- Key Research Support for Accelerated MathâEffectiveness   Spicuzza, R., Ysseldyke, J., Lemkuil, A., Kosciolek, S., Boys,

C., & Teelucksingh, E. (2001). Effects of curriculum-based monitoring on classroom instruction and math achievement. Journal of School

Psychology, 39(6), 521â542. http://doc.renlearn.com/KMNet/R001181703GD4955.pdf

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLCs	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

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

Goal 1:

All incomming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow

seamlessly with student content knowledge.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a behavior of having completed an ELA screening to determin letter and

sound recognition as well as reading ability. in English Language Arts by 08/01/2015 as measured by Kindergarten screening assessment.

Strategy1:

Kindergarten Readiness Assessment - Kindergarten Teachers will collaboratively develop a kindergarten readiness screening assessment based on grade appropriate common core standards.

Category:

Research Cited: TBD

Activity - Kindergarten PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten PLC to collaboratively develop a kindergarten readiness screener that alligns with state standards	Academic Support Program	06/10/2013	08/02/2013	$0 - General Fund	Principal Kindergarten Teachers

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

Goal 1:

All incomming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a behavior of having completed an ELA screening to determin letter and sound recognition as well as reading ability. in English Language Arts by 08/01/2015 as measured by Kindergarten screening assessment.

Strategy1:

Kindergarten Readiness Assessment - Kindergarten Teachers will collaboratively develop a kindergarten readiness screening assessment based on grade appropriate common core standards.

Category:

Research Cited: TBD

Activity - Kindergarten PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten PLC to collaboratively develop a kindergarten readiness screener that alligns with state standards	Academic Support Program	06/10/2013	08/02/2013	$0 - General Fund	Principal Kindergarten Teachers

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

Goal 1:

Increase % Prof/Dist for non-duplicated gap group students at JHC so that the combined reading and math percentage of proficient and distinguished increases from 43.6 points in 2015 to 68.7 points in 2019 as measured by the school report (E,M,H,D)

Measurable Objective 1:

A 61% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase in the percentage of proficient/distinguised students from 41.0 points in 2015 to 67.2 points in 2019. This means that students in the non-duplicated gap group will increase their percentage of Prof/Dist 65%. in Mathematics by 05/31/2019 as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Closing The Gaps In Math - -Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

-Model more proficient and distinguished examples for students, especially on extended response.

-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

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-Elementary and Middle School Mathematics: Teaching Developmentally, 7/E John Van de Walle, Late of Virginia Commonwealth University Karen S. Karp, University of Louisville Jennifer M. Bay-Williams, University of Louisville

Activity - Mathematics PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assemble in a school PLC with grade level teachers to discuss and share mathematics strategies that work.	Professional Learning	08/01/2014	03/31/2019	$0 - General Fund	District Elementary Instructional Coach Principal Teachers

Measurable Objective 2:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 65% increase in the percentage of proficient/distinguished students from 46.1 percent in 2015 to 70.1 percent in

2019. This means that the nonduplicated gap group students will increase their percentage of Prof/Dist 65%. in English Language Arts by 05/31/2019 as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Achievement in Reading - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

-Initiate differentiated Reading Stations

-Initiate student Choice Boards

-Reading teacher will continue to come into the classroom during third grade and pull students to work with that are having difficulty in reading and comprehension every day for 25-30 minutes.

-Teacher will be communicating with each student and parent about their test scores.

-Throughout the year, the teacher will send progress reports and grade cards with specific feedback on how a student is doing in reading.

-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

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Activity - ELA PLC Strategy Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from same grade levels will convene in a school-level PLC to discuss and share ELA strategies that are working in their classrooms.	Professional Learning	08/14/2015	05/31/2019	$0 - District Funding	District Elementary Instructional Supervisor School Principal Classroom teachers

Goal 2:

We will increase the average combined reading and math KPREP % Prof/Dist for Joe Harrison Carter Elementary School students from 51.5% in 2015 to 73.7% in 2019 (E, M, D)

Measurable Objective 1:

61% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase % of Prof/Dist from 41.0% in 2015 to 67.2% in 2019. This means that the non-duplicated gap students will increase their % Prof/Dist 61 % in Mathematics.   in Mathematics by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Math Intervention -

-Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

-Model more proficient and distinguished examples for students, especially on extended response.

-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLCs	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

Measurable Objective 2:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 65% increase in prof/dist from 46.1% in 2015 to 70.1% in 2019. This means that non-duplicated gap group students will increase their % P/D by 65% in English/Language Arts. in English Language Arts by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Intervention - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

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-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLC	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

Goal 3:

Increase the % Prof/Dist for all Non-Duplicated Gap Group students at Joe Harrison Carter Elementary school so that the combined reading and math % P/D increases from 51.5 in 2015 to 73.7 points in 2019 as measured by the school report (E,M,H, D)

Measurable Objective 1:

demonstrate a proficiency by a 69% increase of Non-Duplicated Gap Group Students % Prof/Dist by 05/31/2019 as measured by 2019 KPREP Assessment. Meaning that 69% more non-duplicated gap group students will perform at prof/dist..

Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Category: Continuous Improvement

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	$500 - General Fund	Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase % Prof/Dist for non-duplicated gap group students at JHC so that the combined reading and math percentage of proficient and distinguished increases from 43.6 points in 2015 to 68.7 points in 2019 as measured by the school report (E,M,H,D)

Measurable Objective 1:

A 61% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase in the percentage of proficient/distinguised students from 41.0 points in 2015 to 67.2 points in 2019. This means that students in the non-duplicated gap group will increase their percentage of Prof/Dist 65%. in Mathematics by 05/31/2019 as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Closing The Gaps In Math - -Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

-Model more proficient and distinguished examples for students, especially on extended response.

-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

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Karen S. Karp, University of Louisville Jennifer M. Bay-Williams, University of Louisville

Activity - Mathematics PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assemble in a school PLC with grade level teachers to discuss and share mathematics strategies that work.	Professional Learning	08/01/2014	03/31/2019	$0 - General Fund	District Elementary Instructional Coach Principal Teachers

Measurable Objective 2:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate

a proficiency to make a 65% increase in the percentage of proficient/distinguished students from 46.1 percent in 2015 to 70.1 percent in

2019. This means that the nonduplicated gap group students will increase their percentage of Prof/Dist 65%. in English Language Arts by

05/31/2019 as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Achievement in Reading - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target

reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

-Initiate differentiated Reading Stations

-Initiate student Choice Boards

-Reading teacher will continue to come into the classroom during third grade and pull students to work with that are having difficulty in reading and comprehension every day for 25-30 minutes.

-Teacher will be communicating with each student and parent about their test scores.

-Throughout the year, the teacher will send progress reports and grade cards with specific feedback on how a student is doing in reading.

-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

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Activity - ELA PLC Strategy Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from same grade levels will convene in a school-level PLC to discuss and share ELA strategies that are working in their classrooms.	Professional Learning	08/14/2015	05/31/2019	$0 - District Funding	District Elementary Instructional Supervisor School Principal Classroom teachers

Goal 2:

We will increase the average combined reading and math KPREP % Prof/Dist for Joe Harrison Carter Elementary School students from 51.5% in 2015 to 73.7% in 2019 (E, M, D)

Measurable Objective 1:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 65% increase in prof/dist from 46.1% in 2015 to 70.1% in 2019. This means that non-duplicated gap group students will increase their % P/D by 65% in English/Language Arts. in English Language Arts by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Intervention - -Initiate the use of Reading Plus and Lexia Core 5 Software as a differentiated Intervention Strategy to target reading

-Initiate reading Response to Intervention schedule in 3rd, 4th, and 5th grades for daily RTI in reading.

-Continue differentiated Reading Groups in the classroom

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-Throughout the year, the teacher will send progress reports and grade cards with specific feedback on how a student is doing in reading.

-Teachers will meet with parents as needed to discuss their child progress throughout the year.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLC	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

Measurable Objective 2:

61% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency to make a 61% increase % of Prof/Dist from 41.0% in 2015 to 67.2% in 2019. This means that the non-duplicated gap students will increase their % Prof/Dist 61 % in Mathematics. in Mathematics by 05/31/2019 as measured by as measured by School Report from KPREP (E, M, H, M).

Strategy1:

Math Intervention -

-Schedule more Accelerated Math time than last year.

-Utilize a Math Lab school-wide

-Incorporate more centers in the classroom to spiral what has already been learned/taught.

-Use center time to include RTI w/students

-Use more Discovery Education Probes and CITTS questions in all grade levels.

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-Communicate with students/have more discussions about scores and expectations.

-Utilize more Bell Ringers, Flashbacks and Exit Slips.

-Schedules will be change to allow for more RTI time.

-Assist in developing a new SBDM policy for less interruptions and pull-outs.

Category: Continuous Improvement

Research Cited: -Harvard Family Research Project http://www.hfrp.org/family-involvement/publications-resources?topic=1

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District PLCs	Professional Learning	08/14/2015	05/31/2019	$0 - State Funds	Teacher and Principal

Goal 3:

Increase the % Prof/Dist for all Non-Duplicated Gap Group students at Joe Harrison Carter Elementary school so that the combined reading and math % P/D increases from 51.5 in 2015 to 73.7 points in 2019 as measured by the school report (E,M,H, D)

Measurable Objective 1:

demonstrate a proficiency by a 69% increase of Non-Duplicated Gap Group Students % Prof/Dist by 05/31/2019 as measured by 2019

KPREP Assessment. Meaning that 69% more non-duplicated gap group students will perform at prof/dist..

Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Category: Continuous Improvement

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	$500 - General Fund	Principal

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:

100% of students will receive quality instruction in all areas covered by program reviews. This includes the content covered by every

demonstrator listed for Arts, Practical Living, and Writing program reviews.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in the areas of arts and

humanities outlined in the Arts and humanities Program Review in Art & Humanities by 05/24/2013 as measured by Office Staff who will

enter each evidence into the school's intra-net as well as a checklist. Each area of the arts program review will be checked off as teachers

submit the entries for evidence..

Strategy1:

Arts Program Review PLC - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by the arts program review in school level PLC's.

Category:

Research Cited: TBD

Activity - Arts Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts Program Review PLC	Other	02/01/2013	05/24/2013	$0 - General Fund	Principal Counselor Teachers

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in all areas covered by the Practical Living Program Review in Practical Living by 05/24/2013 as measured by teacher program review evidence entries and check-off list of entries.

Strategy1:

Practical Living Program Review PLC - Teachers will collaboratively develop lesson units, plans, and strategies that address all the demonstrators for the practical living program review.

Category:

Research Cited: TBD

Activity - Practical Living PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practical Living Program Review PLC Strategy Sharing	Other	02/01/2013	05/24/2013	$0 - General Fund	Principal All School Staff

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten Camp Brigance Teacher made assessments See Goals and Plans Portion of CSIP.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Teacher made assessments Brigance Kindergarten Camp Open house/Meet the teacher night See Goals and Plans	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	No Non-Tenured staff members. No staff turn-over.	

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

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	Data and Donuts Grandparents Day Student Fair Curriculum Chats	

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	All teachers complete the required number of professional development hours with a large percentage completing extra hours.	

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	CSIP Committee and SBDM	

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	See Needs Assessment Portion of CSIP.	

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

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	See Goals and Plans	

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	This is not the case in our building	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Funds were used for classroom teachers.	

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

The Missing Piece

Introduction

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

Stakeholders

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

School SBDM:

Deanna York Counselor

Sue Graves Teacher

Michelle Travis Teacher

Brookie Walden Parent

Tina Yokley Parent

Relationship Building

Overall Rating: 3.86

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

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

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

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

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

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

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

Communications

Overall Rating: 3.71

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

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

Decision Making

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council 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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.67

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

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

	Statement or Question	**Response**	**Rating**
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	**Response**	**Rating**
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.17

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

	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.

It is clear that we have several strengths. However, we are lacking in the area of parent education in the areas surrounding content being taught to students and the resources available to them in assisting the school in educating their children.

Report Summary

Scores By Section

Section Score
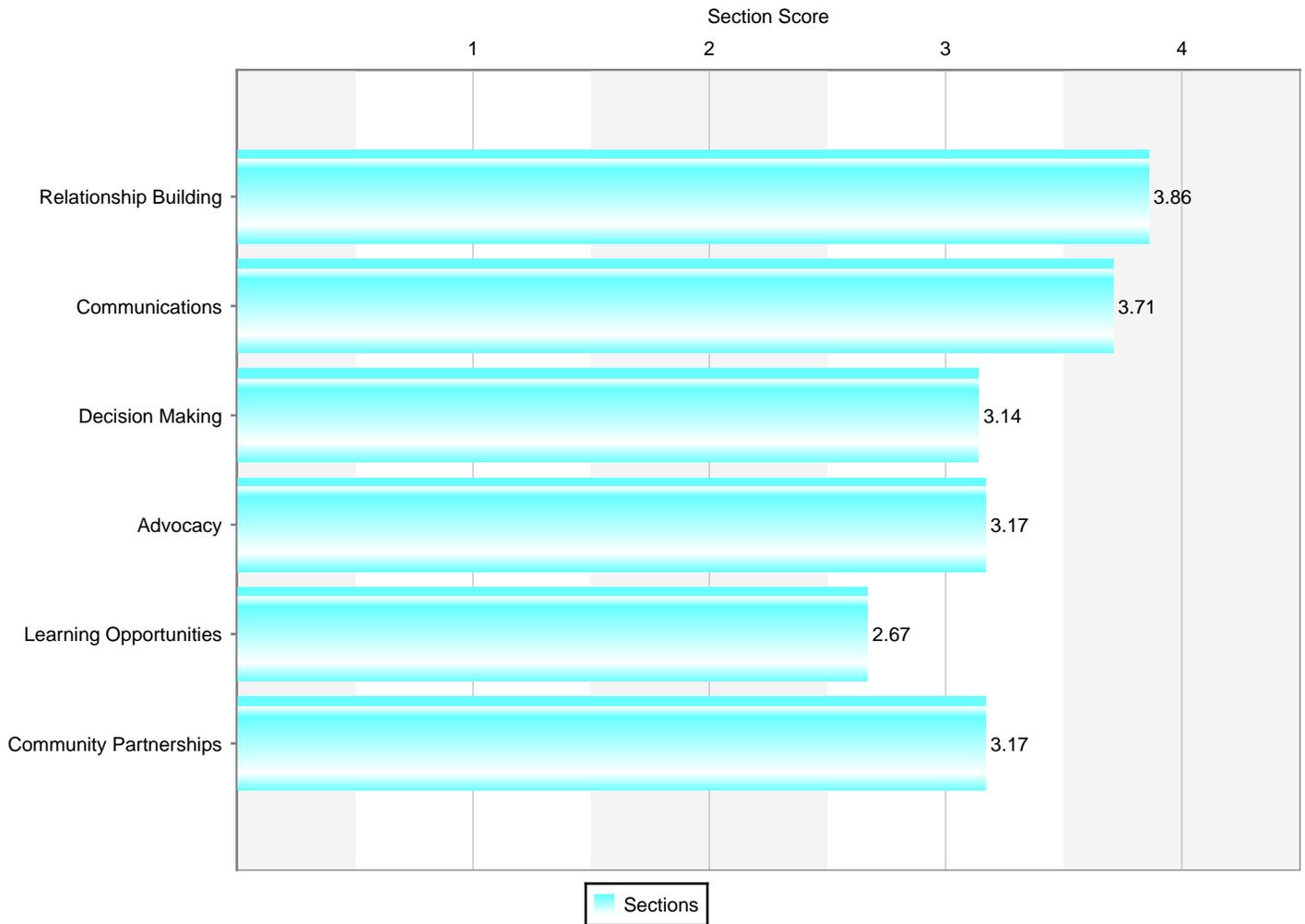
Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The community is involved as a resource for classroom instruction and for the purpose of targeting various groups of students for intervention. Community and Parent stakeholders assemble in parent meetings such as Leadership Nights. All stakeholders are notified vie letter, email, website, Facebook, radio, and telephone.

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

Teachers analyze data and answer the five Needs Assessment questions in detail within their content areas. The school's SBDM reviews all data and the prepared CSIP for approval. Parents and teachers are represented on the SBDM.

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 CSIP is posted on the school and district websites. Progress on the CSIP is updated on the website priodically.

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	2015	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Fall 2015	

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

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Summer 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Summer 2015	

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

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Spring 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 2015	

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

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	See Needs Assessment	

What are the barriers identified?

The percentage of students on or above grade level in reading and math are too low

What sources of data were used to determine the barriers?

District Benchmark, KPREP, and STAR Assessments

What are the root causes of those identified barriers?

Hole in vertical alignment of instruction

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

Staff members are highly qualified and well trained. Staff consistently performs at a high level on PGES reports

Equitable Access Strategies

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

Students are drawn at random per SBDM policy. ALL staff members are classified as Highly Qualified which eliminates this issue.

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?

We have NO inexperienced, ineffective or out-of-field teachers.

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

We annually analyze KPREP Data as a whole-staff. We meet monthly in grade/content level PLCs to analyze all data since the last meeting. We do not have recruiting processes due to 0% staff turnover and 100% tenured staff.

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

We do not have recruiting processes due to 0% staff turnover and 100% tenured staff.

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

We do not have recruiting processes due to 0% staff turnover and 100% tenured staff.

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

We do not have a mentoring process due to 0% staff turnover and 100% tenured staff.

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

We have NO teachers below the accomplished level.

0% staff turnover and 100% tenured staff.

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

Results of the Tell survey are analyzed in a whole-staff setting. Staff members give guidance to administration about the areas of need and the possible solutions to those needs.

Questions

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

Many of the areas in this diagnostic do not currently apply to our school due to 0% staff turnover and 100% tenured staff. However, as teacher retire in the future, we will need to develop and have a plan in place.