



# **KDE Comprehensive School Improvement Plan**

**Spencer County Elementary School**  
**Spencer County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Spencer County Elementary is located in Taylorsville, a growing community just outside of Louisville. This school of 818 provides an educational atmosphere that focuses on lifelong learners and fostering responsible citizens.

Our staff are highly motivated and very progressive in the field of education. Our school embraces change and works hard to provide the absolute best education for our students. The community is quaint and close. The community is a huge supporter of our school. Through the staff', students', parents', and community's support, creativity and dedication we are able to not only function but thrive as an educational institute.

Through the first four years of K-PREP assessments Spencer County Elementary has been labeled as a Distinguished School, a Proficient School, and a Distinguished School (High Performing), and Distinguished.



## **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.**

Spencer County Elementary School will engage all students in challenging and meaningful work that will result in high levels of learning. As a school, we believe all students can learn and find success.

We know success can be achieved through many different avenues. We begin with communication and collaboration, not only with our parents and our community but also between teachers and administration.

Through goal setting and progress monitoring, we identify students' strengths and struggles. Upon doing so we address their needs accordingly. Our teachers work in professional learning communities to identify student needs and to develop plans for student success. Our vision is clear and shared with all members of our learning community.

## **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.**

Spencer County Elementary has made some tremendous academic gains over the past few years. Our most recent KPREP scores categorize our school as "Distinguished." SCES has now achieved the category of "Distinguished" school for the past two, consecutive years and three of the four years of K-PREP. We were able to scoring above the state average in all areas: Reading, Math, Science, Writing and Social Studies scores. Our Gap Student scores was above the state average as well. This score includes our minority students, students receiving free/reduced lunch status, and students with disabilities.

We have successfully created professional learning communities that meet weekly. These weekly sessions focus on how the students are advancing toward meeting a grade level SMART goal based upon student progress data. This has made instruction more intentional and effective. Teachers have also been able to participate in professional development that addresses various styles of learning; benefiting our entire school.

Best practice methods are evident in all classrooms through the use of flashbacks, essential questions, daily learning targets and formative assessments. Focused instruction has contributed to our school scoring in the Proficient level of Elementary Schools for the state of Kentucky.

We will be working to fine tune small discrepancies we see in scores between various sub categories and groupings.

In years to come we hope to improve upon our schools' rating by becoming more focused on each student's needs. Our school has been doing this for some time, but we have resources that should assist with this endeavor. Resources include a curriculum coaching position, targeted professional development, changes to our extended school services, staff to provide interventions, and additional technology for student use.

A motivated staff, helpful community, and great student population will continue to work together to maintain excellence at Spencer County Elementary School.

Our students compete in a variety of events. They are involved in STLP, Choral, Percussion, and Academic competitions. SCES students have been successful at all levels in these competitions.

Our chorus has been given a Superior ranking in competitions. Our Governor's Cup Academic Team has won district and placed third at regionals for the past two years.

Additionally, our students volunteer in a large variety of community service projects. The fourth and fifth graders have a school wide set of volunteer events each year.

We are considered a "Leader in Me" school.



## **Additional Information**

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

SCES is part of a Race to the Top District Grant through OVEC and GRREC.

SCES offers a wide variety of clubs for our students to participate in.

SCES is a Leader in Me School.

SCES offers community access to our school grounds (after hours) with our PTA sponsored walking track and providing wifi access to our guests.

SCES is moving forward to provide our students with one-to-one access to technology devices.

# **15-16 SCES CSIP revised w/ Novice Reduction Goal**

## **Overview**

### **Plan Name**

15-16 SCES CSIP revised w/ Novice Reduction Goal

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined Proficient / Distinguished Reading and Math K-PREP scores to 78.3% by 2017.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$44000
2	Increase the percentage of students who are college or career ready from 46.9% to 58.5% by May 2017	Objectives: 1 Strategies: 7 Activities: 16	Organizational	\$2000
3	Increase the percentage of gap students who are Proficient or Distinguished for the Combined Reading and Math areas to 71.6% by 2017.	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$800
4	All Program Reviews at Spencer County Elementary will demonstrate growth as a school based upon the given program review data	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	Address the results analysis from SCES' TELL Survey completed in Spring 2015	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$25000
6	Provide Highly Qualified Teachers with Equitable Access to all SCES students	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2000
7	Implementing the Professional Growth and Effectiveness System (PGES), the Other Professionals Growth and Effectiveness System OPGES, and the Principal Professionals Growth and Effectiveness System (PPGES)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Provide Purposeful Transition Opportunities for SCES Students	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
9	Provide Personalized Learning Opportunities for SCES Students	Objectives: 1 Strategies: 8 Activities: 14	Organizational	\$57000
10	Improve SCES' Student Writing Performances	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
11	Reduce the percentage of Novice students in Reading and Math by 10% for the following Gap Groups: African American, Hispanic, LEP, Free/Reduced Lunch, Disability, and Non-Duplicated Gap	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$11700





## Goal 1: Increase the average combined Proficient / Distinguished Reading and Math K-PREP scores to 78.3% by 2017.

Status	Progress Notes	Created On	Created By
N/A	review of common assessment data notes making progress toward K-PREP goal	May 07, 2014	Mark Thomas

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for elementary students from 53.7% to 65.2% by 09/30/2016 as measured by Unbridled Learning.

Status	Progress Notes	Created On	Created By
N/A	Grade Level PLCs meet on a weekly basis and follow a set of four cycle agendas	May 07, 2014	Mark Thomas

### Strategy 1:

EKU math Initiatives- Math Automaticity- 1st-5th - All students will become proficient in number sense.

Category:

Research Cited: EKU research

Status	Progress Notes	Created On	Created By
N/A	Math Automaticity continues to be implemented; some K are starting; some grade levels have students working on higher grade level Math facts	May 07, 2014	Mark Thomas

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement math automaticity for 1st- 5th grade students.	Other	10/01/2015	09/30/2016	\$2000	General Fund	Principal and Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	Math Automaticity is being implemented 1st-5th; some K classes have started; some grade levels have students working on Math facts at higher grade levels	May 07, 2014	Mark Thomas

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**Strategy 2:**

Extended Instructional Time - Extended instructional time will be provided for students struggling in literacy and/or math.

Category:

Research Cited: Best practice model for education

Status	Progress Notes	Created On	Created By
N/A	Students will be provided with multiple opportunities and a variety of experiences for extended instruction	May 07, 2014	Mark Thomas

Activity - Summer Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$10000	General Fund	Principal

Status	Progress Notes	Created On	Created By
Completed	Summer 2014 - SCES students will be provided with opportunities for Summer Enrichment programs including a Kindergarten Orientation session; in coming preschoolers to Kindergarten will be allowed to participation in the school's Summer Enrichment Program	May 07, 2014	Mark Thomas

Activity - Before school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students may be offered before school assistance in the form of small group instruction in order to improve their literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$500	Other	School Administration / Teachers

Status	Progress Notes	Created On	Created By
Completed	13-14 - morning arrival procedures include the option for students to be read to by peer readers, students can receive tutoring by peer tutors, and students can work on Study Island	May 07, 2014	Mark Thomas

**Strategy 3:**

MAP testing - MAP testing will be conducted 3 times per year to gather information on individual students' skills.

SY 2015-2016

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Category:

Research Cited: NWEA research

Status	Progress Notes	Created On	Created By
N/A	13-14 - Students have completed the MAP assessment three times this school year; MAP data is being used to determine student interventions	May 07, 2014	Mark Thomas

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	10/01/2015	09/30/2016	\$4000	General Fund	Teachers

Status	Progress Notes	Created On	Created By
Completed	for 13-14 - Students are developing their MAP score goals and are monitoring their progress toward meeting that goal	May 07, 2014	Mark Thomas

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RIT Band Instruction will be implemented to provide the appropriate instruction for each student	Direct Instruction	10/01/2015	09/30/2016	\$27500	General Fund, Title I Part A	Principal

Status	Progress Notes	Created On	Created By
In Progress	Students are grouped according to their RIT scores in Reading and Math; teachers are providing specific instruction to the students based upon their needs	May 07, 2014	Mark Thomas

**Strategy 4:**

Live Scoring - Provide students with Live Scoring to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response

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Status	Progress Notes	Created On	Created By
N/A	School administration has offered to work with teachers for Live Scoring; IC has worked with several teachers for Live Scoring	May 07, 2014	Mark Thomas

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers / students with Live Scoring opportunities with the purpose to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Teachers / Instructional Coach

Status	Progress Notes	Created On	Created By
Completed	School administration has offered to work with teachers for Live Scoring; IC has worked with several teachers for Live Scoring	May 07, 2014	Mark Thomas

**Strategy 5:**

Close Reading Strategies - SCES Teachers will provide students with instruction and learning activities throughout the year in order to improve their skill sets and mastery levels of Close Reading Strategies

Category: Professional Learning & Support

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES Teachers will provide students with instruction and learning activities throughout the year in order to improve their skill sets and mastery levels of Close Reading Strategies	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Teachers

**Goal 2: Increase the percentage of students who are college or career ready from 46.9% to 58.5% by May 2017**

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## Measurable Objective 1:

collaborate to increase the percentage of students who are college or career ready to 58.5% by 05/30/2015 as measured by Unbridled Learning.

## Strategy 1:

Technology - The consistent availability of technology will be increased to improve teacher effectiveness and student learning.

Category:

Research Cited: Education Technology Research and Development

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Technology Coordinator will meet on a regular basis with the principal to facilitate the consistent availability and use of technology.	Technology	10/01/2015	09/30/2016	\$0	Other	Principal and District Technology Director

Status	Progress Notes	Created On	Created By
Not Completed	DTC did not meet with school administration on a regular basis to facilitate the consistent availability and use of technology	May 08, 2014	Mark Thomas

## Strategy 2:

Professional Learning - Professional Learning opportunities will be provided to all teachers.

Category:

Research Cited: Best Practice Education Model

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to the district will be provided on-going professional development, guidance and support with a focus on research based instructional strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	New teacher cadre coordinator

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Status	Progress Notes	Created On	Created By
Completed	13-14 All SCES Teachers New to the District participated in the district's ongoing New Teacher Cadre sessions	May 08, 2014	Mark Thomas

Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will provide on-going, job-embedded, research based professional learning in the following areas: CHETL, Professional Growth and Evaluation System (Danielson Framework), RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies Standards and Related Arts (Specials Area) professional development.	Professional Learning	10/01/2015	09/30/2016	\$2000	General Fund	Principal / District Instructional Staff

Status	Progress Notes	Created On	Created By
Completed	13-14 School PD and faculty sessions focused on PGES, RIT Band Instruction; staff members were offered opportunities to attend PD for Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies standards, and PD specific for the Special Area teachers	May 08, 2014	Mark Thomas

### Strategy 3:

District Learning Plan - All teachers will continue to utilize the District Learning Plan format to ensure consistency in instruction across the district.

Category:

Research Cited: Best Practice instruction model for education

Activity - Daily Learning Targets and Essential Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	teachers meet this requirement - noted in district learning walk data	May 08, 2014	Mark Thomas

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Activity - District Lesson Plans in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
75% of teachers will enter their District Lesson Plans in CIITS as required by KDE.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teachers were given training to enter Lesson Plans in CIITS and were provided support to do so	May 08, 2014	Mark Thomas

Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to provide Flashbacks to students on previously taught content and will administer these daily at the beginning of each class to ensure the spiraling of the curriculum and provide on-going review of the content.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teachers used Flashbacks as noted in District Learning Walk data	May 08, 2014	Mark Thomas

Activity - Daily Learning Target Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to give Daily Learning Target Assessments to determine which students mastered the content during the class. These results will guide teachers in determining what content needs to be retaught to which students.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teacher met the district requirement for Daily Learning Target Assessments as noted in District Learning Walk data	May 08, 2014	Mark Thomas

### Strategy 4:

Aligned Curriculum - There will be an aligned curriculum to ensure the common core academic standards are available and taught to all students.

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Category:

Research Cited: Best Practice Model for Education

Activity - Curriculum Maps/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teachers completed this activity - as noted in District Learning Walk data	May 08, 2014	Mark Thomas

Activity - Curriculum Documents and Timelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teachers completed this activity - as noted in District Learning Walk data / also completed through PLCs	May 08, 2014	Mark Thomas

Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment and share information on individual students.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	planned to take place on June 5th & 6th during Summer 2014	May 08, 2014	Mark Thomas



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Activity - Quarterly Curriculum Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each principal will conduct Quarterly Curriculum Reviews after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	completed as MAP assessments were completed; data was shared to all SCES teachers and to SBDM council	May 08, 2014	Mark Thomas

**Strategy 5:**

Assessments - Teachers will collaborate to develop, administer and analyze assessments.

Category:

Research Cited: Academic Assessment Model

Activity - Formative Assessments through CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
90% of teachers will administer at least one formative assessment through CIITS.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 all SCES teachers were given training to enter Assessments in CIITS and to administer those Assessments; additionally, they were provided support to do so	May 08, 2014	Mark Thomas

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals and teachers will do an in-depth data analysis of all test results to determine which students are not making adequate progress and to inform instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

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Status	Progress Notes	Created On	Created By
Completed	13-14 data analysis was completed through the PLC process	May 08, 2014	Mark Thomas

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give common unit assessments to improve academic achievement. They will collaborate to write assessments, analyze the results and determine next steps.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 Common Grade Level assessments were administered and analyzed through out the school year	May 08, 2014	Mark Thomas

**Strategy 6:**

Analysis of Brigance Kindergarten Readiness Screener student data - Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis

Category:

Activity - Brigance Kindergarten Readiness Screener student data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Brigance Kindergarten Readiness Screener data was analyzed and interventions were created accordingly by each teacher	May 08, 2014	Mark Thomas

**Strategy 7:**

Involve Spencer County Preschoolers in appropriate SCES activities - When there is an opportunity, Spencer County Preschoolers will be invited to participate in

appropriate SCES activities

Category:

Activity - Involve Spencer County Preschoolers in appropriate SCES activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	School Administration

Status	Progress Notes	Created On	Created By
Completed	Preschoolers have been invited to SCES events; completed a district Kindergarten Kickoff event; preschoolers are invited to SCES' Summer Enrichment Program; SCES will be offering a Kindergarten Orientation session for incoming K's	May 07, 2014	Mark Thomas

### **Goal 3: Increase the percentage of gap students who are Proficient or Distinguished for the Combined Reading and Math areas to 71.6% by 2017.**

Status	Progress Notes	Created On	Created By
N/A	This goal was approved by the SCES SBDM Council to continue forward for the 2013-2014 school year. The goal was approved at the September 10, 2013 SBDM Council meeting.	September 26, 2013	Mark Thomas
N/A	Based on summative and formative assessment scores Spencer County Public Schools have not made adequate progress toward their current gap goal. Therefore, this goal will remain consistent for the upcoming school year.	September 26, 2013	Mark Thomas

**Measurable Objective 1:**

collaborate to increase the percentage of gap students who are Proficient or Distinguished for the Combined Reading and Math to 54.5% by 05/30/2013 as measured by Unbridled Learning.

**Strategy 1:**

RIT Band Instruction - This will allow instruction to be specifically differentiated to student academic needs.

Category:

Research Cited: NWEA research

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Activity - Differentiated RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data and DesCartes resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES students were grouped based upon their RIT Band scores in Math and Reading; students were provided specific instruction based upon their identified needs	May 08, 2014	Mark Thomas

**Strategy 2:**

ECE Curriculum, Instruction and Assessment - This strategy is designed to target individual needs of students who are identified as part of the ECE programs.

Category:

Research Cited: Best Practice Education- Exceptional Children

Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	13-14 Teachers are working toward a shift for student mastery	May 08, 2014	Mark Thomas

Activity - One-on-One Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal
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Status	Progress Notes	Created On	Created By
Completed	13-14 SCES Proctors were assigned in order to provide students with one on one testing accommodations	May 08, 2014	Mark Thomas

### Strategy 3:

Instruction - Teachers will prioritize the use of research-based instructional strategies

Category:

Research Cited: Instructional Strategies that Work (Marzano) and The Art and Science of Teaching (Marzano)

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will implement/monitor a plan to improve Tier 1 instruction using research-based strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES has implemented / monitored Tier 1 progress	May 08, 2014	Mark Thomas

### Strategy 4:

Response to Intervention - Students will receive a targeted intervention based on their individual academic and/or social needs.

Category:

Research Cited: Response to Intervention Model

Activity - Tier 2 and 3 Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Research- based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading, math and writing.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal
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Status	Progress Notes	Created On	Created By
Completed	13-14 SCES has implemented / monitored Tier 2 and Tier 3 progress	May 08, 2014	Mark Thomas

Activity - Diagnostic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnostic assessment will be administered to all students in Tier III for reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 diagnostic assessments were administered to all students in Tier 3	May 08, 2014	Mark Thomas

Activity - RTI schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school schedule will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES set aside a RIT Band Instruction time / Rtl time per grade level	May 08, 2014	Mark Thomas

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district coordinated monitoring system will be implemented for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks. AIMS Web will be utilized for progress monitoring for Tier II and III students.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Status	Progress Notes	Created On	Created By
Completed	13-14 periodic Rtl reviews were completed on a set basis through out the school year	May 08, 2014	Mark Thomas

Activity - Tier III Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School psychologists will be involved in the Tier III and RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 Rtl data was shared, reviewed by, and analyzed with the school psychologist on a periodic basis	May 08, 2014	Mark Thomas

**Strategy 5:**

ECE Progress Monitoring - The academic progress of students with identified disabilities will be monitored on a regular basis.

Category:

Research Cited: Exceptional Children Education Model

Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the director of special education.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, ARC Chairpersons

Status	Progress Notes	Created On	Created By
Completed	13-14 completed by DoSE	May 08, 2014	Mark Thomas

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 completed by DoSE	May 08, 2014	Mark Thomas

Activity - Student Success Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving ECE services will reflect on past performance on MAP and KPREP and set goals through the development of individual success plans or school developed plans. The plan will be reviewed with students at least every 9 weeks.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Some students completed this / not all students	May 08, 2014	Mark Thomas

**Strategy 6:**

Student Data Notebooks - Students will be provide with the resources and support in order to develop and maintain their own, individual Student Data Notebook; student will use these to develop their own academic, as well as other, goals in which they will maintain data collection and monitor their progress toward achieving their goal(s); teachers will work with each child to monitor their progress toward achieving their own set of goals

Category: Continuous Improvement

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Students will be provide with the resources and support in order to develop and maintain their own, individual Student Data Notebook; student will use these to develop their own academic, as well as other, goals in which they will maintain data collection and monitor their progress toward achieving their goal(s); teachers will work with each child to monitor their progress toward achieving their own set of goals	Academic Support Program, Behavioral Support Program	10/01/2015	09/30/2016	\$800	School Council Funds	Teachers
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**Goal 4: All Program Reviews at Spencer County Elementary will demonstrate growth as a school based upon the given program review data**

**Measurable Objective 1:**

collaborate to provide opportunities to demonstrate growth for each Program Review area by 06/30/2014 as measured by data collected from each Program Review.

**Strategy 1:**

Program Review templates to collect school wide data / activities - Utilize a template in order to collect school wide data / activities for each of our Program Review

Category:

Activity - Program Review templates to collect school wide data / activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a template in order to collect school wide data / activities for each of our Program Review; teachers will complete the templates to note the activities they provided to students addressing the various Program Reviews	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	13-14 teachers completed Program Review templates to collect school wide data	May 08, 2014	Mark Thomas

**Strategy 2:**

Quarterly Review of Program Review Progress - Progress toward addressing each Program Review will be examined and analyzed on a quarterly basis by SCES staff

members

Category:

Activity - Program Review monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress toward addressing each Program Review will be examined and analyzed on a quarterly basis by SCES staff members; adjustments will be made based upon the outcomes of the analysis	Professional Learning	10/01/2015	09/30/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	13-14 Program Review progress was monitored on a quarterly basis by school administration	May 08, 2014	Mark Thomas

## Goal 5: Address the results analysis from SCES' TELL Survey completed in Spring 2015

### Measurable Objective 1:

collaborate to address the results from SCES' Spring 2015 TELL Survey results by 06/30/2015 as measured by a positive increase in the Spring 2015 TELL Survey responses.

### Strategy 1:

Purchase Technology - SCES will purchase technology to increase student access to technology

Category:

Activity - Purchase Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will purchase technology in order to provide students with greater access to instructional technology	Technology	10/01/2015	09/30/2016	\$20000	School Council Funds	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 Technology was purchased as listed in the school's tech plan	May 08, 2014	Mark Thomas

**Strategy 2:**

Provide Personalized Professional Development Opportunities for SCES Staff - Teacher will be provided personalized professional development opportunities based upon their needs and wants

Category: Teacher PGES

Activity - Personalized PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with opportunities of Personalized Professional Development	Professional Learning	10/01/2015	09/30/2016	\$5000	State Funds	Principal and Teachers

## Goal 6: Provide Highly Qualified Teachers with Equitable Access to all SCES students

**Measurable Objective 1:**

collaborate to provide opportunities for staff members to participate in Professional Development specific to their needs by 06/30/2015 as measured by results from the TELL Survey completed in Spring 2015 and the Highly Qualified Calculator completed each year in the Spring.

**Strategy 1:**

Professional Learning - Professional Learning opportunities will be provided to all teachers.

Category:

Research Cited: Best Practice Education Model

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

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Teachers who are new to the district will be provided on-going professional development, guidance and support with a focus on research based instructional strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	New teacher cadre coordinator
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Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will provide on-going, job-embedded, research based professional learning in the following areas: CHETL, Professional Growth and Evaluation System (Danielson Framework), RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies' Standards and related arts. In addition, staff will be given the opportunity to self select personalized Professional Development activities to participate in.	Professional Learning	10/01/2015	09/30/2016	\$2000	General Fund	Principal

**Strategy 2:**

Instruction - Teachers will prioritize the use of research-based instructional strategies

Category:

Research Cited: Instructional Strategies that Work (Marzano) and The Art and Science of Teaching (Marzano)

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will implement/monitor a plan to improve Tier 1 instruction using research-based strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal, Assistant Principal

**Goal 7: Implementing the Professional Growth and Effectiveness System (PGES), the Other Professionals Growth and Effectiveness System OPGES, and the Principal Professionals Growth and Effectiveness System (PPGES)**

**Measurable Objective 1:**

demonstrate a proficiency as we implement the Professional Growth and Effectiveness System (PGES) evaluation process by 09/30/2014 as measured by the PGES Evaluation documents.

**Strategy 1:**

Professional Growth and Effectiveness System Implementation - SCES will successfully implement the Professional Growth and Effectiveness System (PGES) Evaluation System - both TPGES and PPGES

Category:

Activity - Implementation of the Professional Growth and Effectiveness System (PGES)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will successfully implement the PGES Evaluation System (all TPGES, PPGES, and OPGES components)	Professional Learning	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES implemented / piloted the TPGES and PPGES evaluation systems	May 08, 2014	Mark Thomas

**Goal 8: Provide Purposeful Transition Opportunities for SCES Students**

**Measurable Objective 1:**

collaborate to provide purposeful transition opportunities for SCES students by 09/30/2014 as measured by students' academic performances as they go through grade level transitions .

**Strategy 1:**

Vertical Content Collaboration - Teachers at major grade transitions will meet with each other, by content area, in order to work toward eliminating gaps in curriculum and instruction

**KDE Comprehensive School Improvement Plan**

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Category:

Activity - Vertical Content Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across grade levels will collaborate in order to work toward eliminating gaps in curriculum and instruction	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	planned to take place on June 5th & June 6th of Summer 2014	May 08, 2014	Mark Thomas

**Strategy 2:**

Analysis of Brigance Kindergarten Readiness Screener student data - Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the indentified students based upon the data analysis

Category:

Activity - Brigance Kindergarten Readiness Screener student data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Kindergarten Teachers

Status	Progress Notes	Created On	Created By
Completed	13-14 Brigance Kindergarten Readiness Screener data was analyzed and interventions were created accordingly by teacher	May 08, 2014	Mark Thomas

**Strategy 3:**

Involve Spencer County Preschoolers in appropriate SCES activities - When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities

Category:

Activity - Involve Spencer County Preschoolers in appropriate SCES activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	SCES Administration

Status	Progress Notes	Created On	Created By
Completed	Preschoolers have been invited to SCES events; completed a district Kindergarten Kickoff event; preschoolers are invited to SCES' Summer Enrichment Program; SCES will be offering a Kindergarten Orientation session for incoming K's	May 07, 2014	Mark Thomas

## Goal 9: Provide Personalized Learning Opportunities for SCES Students

### Measurable Objective 1:

collaborate to provide a variety of opportunities for students to have personalized learning by 06/30/2015 as measured by the various differentiated approaches and opportunities given to the students.

### Strategy 1:

RIT Band Instruction - This will allow instruction to be specifically differentiated to student academic needs.

Category:

Research Cited: NWEA research

Activity - Differentiated RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data and DesCartes resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

### Strategy 2:

ECE Progress Monitoring - The academic progress of students with identified disabilities will be monitored on a regular basis.

Category:

Research Cited: Exceptional Children Education Model

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, Principal

Activity - Student Success Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving ECE services will reflect on past performance on MAP and KPREP and set goals through the development of individual success plans or school developed plans. The plan will be reviewed with students at least every 9 weeks.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, Principal

Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the director of special education.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Director of Special Education, Principal, ARC Chairpersons

### Strategy 3:



**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Response to Intervention - Students will receive a targeted intervention based on their individual academic and/or social needs.

Category:

Research Cited: Response to Intervention Model

Activity - Tier 2 and 3 Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research- based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading, math and writing.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district coordinated monitoring system will be implemented for the RTI program that will include the following: dianosis of student need, assignment to intervention, progress monitoring and fidelity checks. AIMS Web will be utilized for progress monitoring for Tier II and III students.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Activity - Diagnostic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnostic assessment will be administered to all students in Tier III for reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Activity - Tier III Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School psychologists will be involved in the Tier III and RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity - RTI schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school schedule will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal

### Strategy 4:

Engage the Wider Community - SCES will engage the Wider School Community through collaborative projects with: Louisville Water Company, Parent Book Study of "The Leader in Me", 4-H Extension Office, PALS, Career Week, Jump Rope for Heart, Anti-Bullying Conference, AG Day, and others

Category:

Activity - Wider Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will engage the Wider School Community through collaborative projects with: Louisville Water Company, Parent Book Study of "The Leader in Me", 4-H Extension Office, PALS, Career Week, Jump Rope for Heart, Anti-Bullying Conference, AG Day, and others	Community Engagement	10/01/2015	09/30/2016	\$0	No Funding Required	School Administration, Guidance Counselor, FRC staff, Teachers

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES completed the activities noted; however, this still remains a priority for the school as we move into 14-15	May 08, 2014	Mark Thomas

### Strategy 5:

Learning Opportunities for SCES Students - SCES will provide multiple personalized Learning opportunities for our students

Category:

## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity - Learning Opportunities for SCES Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will provide multiple Personalized Learning Opportunities for SCES Students such as RIT Band Instruction, The Leader in Me book study with students, College Spirit Wear on Mondays, access to Study Island learning activities, MAP Goal Setting, and others	Academic Support Program	10/01/2015	09/30/2016	\$12000	School Council Funds	School Administration ; Funding is for Study Island

Status	Progress Notes	Created On	Created By
Completed	13-14 multiple learning opportunities were provided to the students with the emphasis of Personalized Learning	May 08, 2014	Mark Thomas

### Strategy 6:

Teaching Strategies - Teachers will be provided with support to provide students with Personalized Learning

Category:

Activity - Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES Teachers will be provided with support in order to give SCES students opportunities for Personalized Learning through activities such as: "The Leader in Me" faculty book study, Thinking Strategies PD, D.A.T.A. Focused Learning Communities, Statewide Content Network participation, Use of Student Response Systems, piloting the PGES Evaluation system, and others	Professional Learning	10/01/2015	09/30/2016	\$16000	Race to the Top, School Council Funds	School Administration

Status	Progress Notes	Created On	Created By
Completed	13-14 support was provided to teachers to address the components listed in this activity	May 08, 2014	Mark Thomas

### Strategy 7:

Professional Development to support Personalized Learning - Professional Development activities will be provided in order to provide support for Personalized Learning

Category:

## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity - Professional Development to support Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development activities will be provided in order to provide support for Personalized Learning such as: CIITS Assessment, CIITS Lesson Planning, Thinking Strategies PD, RTT-D Data Retreat for SCES team, D.A.T.A. Focused Learning Communities training, "The Leader in Me" - Franklin Covey training, use of SMART goals to increase student achievement, HOT questions on lesson plans, Communities of Practice, Communities of Learners, Technology Integration Training, and others	Professional Learning	10/01/2015	09/30/2016	\$15000	Race to the Top	School Administration

Status	Progress Notes	Created On	Created By
Completed	13-14 PD listed was completed	May 08, 2014	Mark Thomas

### Strategy 8:

Leadership Opportunities - SCES will provide our students will Leadership Opportunities

Category:

Activity - Leadership Opportunities for SCES Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will provide our students will Leadership opportunities through activities such as: general Club participation, Jr. Beta Club, "The Leader in Me" book study for students, Student Council, Bearly News, Academic Team competitions (Quick Recall, Future Problem Solving, and Written Assessments), STLP, Safety Patrol, Peer Tutoring, Greeters, School Tour Guides, Student Project members, and other opportunities	Academic Support Program	10/01/2015	09/30/2016	\$14000	School Council Funds	SCES Staff

Status	Progress Notes	Created On	Created By
In Progress	13-14 students were given various leadership opportunities at SCES	May 08, 2014	Mark Thomas

## Goal 10: Improve SCES' Student Writing Performances

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

**Measurable Objective 1:**

demonstrate a proficiency such that the students' Writing performances will increase by 06/30/2014 as measured by Spring 2014 K-PREP assessment results.

**Strategy 1:**

Writing Professional Development - SCES Teachers will participate in Writing PD

Category:

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES Teachers will participate in Writing PD in order to promote Writing in all content areas and to promote students demonstrating content knowledge through Writing	Professional Learning	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Not Completed	13-14 no specific writing PD was provided to SCES teachers	May 08, 2014	Mark Thomas

**Strategy 2:**

Writing Plan - SCES will review and revise it's school-wide Writing Plan

Category:

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will review (revise if necessary) it's school-wide Writing Plan to include specific Writing opportunities which will be provided to SCES students / this Writing Plan will then be implemented and monitored for effectiveness	Policy and Process	10/01/2015	09/30/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
Completed	13-14 SCES' Writing Plan was reviewed and revised by the SBDM	May 08, 2014	Mark Thomas

## Goal 11: Reduce the percentage of Novice students in Reading and Math by 10% for the following Gap Groups: African American, Hispanic, LEP, Free/Reduced Lunch, Disability, and Non-Duplicated Gap

### Measurable Objective 1:

A 10% decrease of All Students will increase student growth such that the Novice percentages in Reading and Math are reduced by 10% in Reading by 09/01/2017 as measured by K-PREP results.

### Strategy 1:

Literacy - An emphasis will be placed on expanding boys' reading and writing skills.

Category:

Research Cited: Best practice model for education

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop additional resources of high interest for boys.	Academic Support Program	10/01/2013	09/30/2014	\$1200	District Funding	Principal

### Strategy 2:

Extended Instructional Time - Extended instructional time will be provided for students struggling in literacy and/or math.

Category:

Research Cited: Best practice model for education

Activity - Before school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

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Struggling students meet before school for small group instruction to improve literacy and numeric skills.	Academic Support Program	01/09/2013	05/01/2013	\$500	Other	Principal
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Activity - Summer Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling student will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	06/10/2013	07/19/2013	\$10000	General Fund	Principal

**Strategy 3:**

Aligned Curriculum - There will be an aligned curriculum to ensure the common core academic standards are available and taught to all students.

Category:

Research Cited: Best Practice Model for Education

Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment and share information on individual students.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principal

Activity - Curriculum Documents and Timelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	01/07/2013	05/30/2013	\$0	No Funding Required	Principal

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Activity - Curriculum Maps/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principal

Activity - Quarterly Curriculum Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each principal will conduct Quarterly Curriculum Reviews after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principal

**Strategy 4:**

ECE Curriculum, Instruction and Assessment - This strategy is designed to target individual needs of students who are identified as part of the ECE programs.

Category:

Research Cited: Best Practice Education- Exceptional Children

Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	01/08/2013	05/28/2013	\$0	No Funding Required	Principal

Activity - One-on-One Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principal and Assistant Principal





## 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
Personalized PD	Teachers will be provided with opportunities of Personalized Professional Development	Professional Learning	10/01/2015	09/30/2016	\$5000	Principal and Teachers
<b>Total</b>					\$5000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Strategies	SCES Teachers will be provided with support in order to give SCES students opportunities for Personalized Learning through activities such as: "The Leader in Me" faculty book study, Thinking Strategies PD, D.A.T.A. Focused Learning Communities, Statewide Content Network participation, Use of Student Response Systems, piloting the PGES Evaluation system, and others	Professional Learning	10/01/2015	09/30/2016	\$1000	School Administration
Learning Opportunities for SCES Students	SCES will provide multiple Personalized Learning Opportunities for SCES Students such as RIT Band Instruction, The Leader in Me book study with students, College Spirit Wear on Mondays, access to Study Island learning activities, MAP Goal Setting, and others	Academic Support Program	10/01/2015	09/30/2016	\$12000	School Administration ; Funding is for Study Island
Purchase Technology	SCES will purchase technology in order to provide students with greater access to instructional technology	Technology	10/01/2015	09/30/2016	\$20000	Principal
Student Data Notebooks	Students will be provide with the resources and support in order to develop and maintain their own, individual Student Data Notebook; student will use these to develop their own academic, as well as other, goals in which they will maintain data collection and monitor their progress toward achieving their goal(s); teachers will work with each child to monitor their progress toward achieving their own set of goals	Academic Support Program, Behavioral Support Program	10/01/2015	09/30/2016	\$800	Teachers

# KDE Comprehensive School Improvement Plan

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Leadership Opportunities for SCES Students	SCES will provide our students will Leadership opportunities through activities such as: general Club participation, Jr. Beta Club, "The Leader in Me" book study for students, Student Council, Bearly News, Academic Team competitions (Quick Recall, Future Problem Solving, and Written Assessments), STLP, Safety Patrol, Peer Tutoring, Greeters, School Tour Guides, Student Project members, and other opportunities	Academic Support Program	10/01/2015	09/30/2016	\$14000	SCES Staff
<b>Total</b>					<b>\$47800</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diagnostic Assessments	Diagnostic assessment will be administered to all students in Tier III for reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Student Success Plans	All students receiving ECE services will reflect on past performance on MAP and KPREP and set goals through the development of individual success plans or school developed plans. The plan will be reviewed with students at least every 9 weeks.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, Principal
Data Analysis	All principals and teachers will do an in-depth data analysis of all test results to determine which students are not making adequate progress and to inform instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Differentiated RIT Band Instruction	MAP data and DesCartes resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
New Teacher Cadre	Teachers who are new to the district will be provided on-going professional development, guidance and support with a focus on research based instructional strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	New teacher cadre coordinator
Wider Community	SCES will engage the Wider School Community through collaborative projects with: Louisville Water Company, Parent Book Study of "The Leader in Me", 4-H Extension Office, PALS, Career Week, Jump Rope for Heart, Anti-Bullying Conference, AG Day, and others	Community Engagement	10/01/2015	09/30/2016	\$0	School Administration, Guidance Counselor, FRC staff, Teachers
Content Reinforcement	We will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Quarterly Curriculum Reviews	Each principal will conduct Quarterly Curriculum Reviews after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principal
New Teacher Cadre	Teachers who are new to the district will be provided on-going professional development, guidance and support with a focus on research based instructional strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	New teacher cadre coordinator

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

ECE Monitoring	ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, Principal
Student Success Plans	All students receiving ECE services will reflect on past performance on MAP and KPREP and set goals through the development of individual success plans or school developed plans. The plan will be reviewed with students at least every 9 weeks.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, Special Education Teachers
Writing Plan	SCES will review (revise if necessary) it's school-wide Writing Plan to include specific Writing opportunities which will be provided to SCES students / this Writing Plan will then be implemented and monitored for effectiveness	Policy and Process	10/01/2015	09/30/2016	\$0	Principal
One-on-One Testing	We will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Flashbacks	All teachers will continue to provide Flashbacks to students on previously taught content and will administer these daily at the beginning of each class to ensure the spiraling of the curriculum and provide on-going review of the content.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Close Reading Strategies	SCES Teachers will provide students with instruction and learning activities throughout the year in order to improve their skill sets and mastery levels of Close Reading Strategies	Academic Support Program	10/01/2015	09/30/2016	\$0	Teachers
Brigance Kindergarten Readiness Screener student data analysis	Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0	Kindergarten Teachers
Live Scoring	Provide teachers / students with Live Scoring opportunities with the purpose to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response	Academic Support Program	10/01/2015	09/30/2016	\$0	Teachers / Instructional Coach
Vertical Content Collaboration	Teachers across grade levels will collaborate in order to work toward eliminating gaps in curriculum and instruction	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
RTI Progress Monitoring	A district coordinated monitoring system will be implemented for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks. AIMS Web will be utilized for progress monitoring for Tier II and III students.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Program Review templates to collect school wide data / activities	Utilize a template in order to collect school wide data / activities for each of our Program Review; teachers will complete the templates to note the activities they provided to students addressing the various Program Reviews	Academic Support Program	10/01/2015	09/30/2016	\$0	Teachers
Involve Spencer County Preschoolers in appropriate SCES activities	When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0	SCES Administration
Writing Professional Development	SCES Teachers will participate in Writing PD in order to promote Writing in all content areas and to promote students demonstrating content knowledge through Writing	Professional Learning	10/01/2015	09/30/2016	\$0	Principal
Vertical Curriculum Discussions	Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment and share information on individual students.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Tier III Identification	School psychologists will be involved in the Tier III and RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
ECE Department Chair Meetings	All ECE department and ARC chairpersons will attend monthly meetings with the director of special education.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, ARC Chairpersons
Curriculum Documents and Timelines	All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Diagnostic Assessments	Diagnostic assessment will be administered to all students in Tier III for reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Curriculum Maps/Pacing Guides	Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principal
RTI Progress Monitoring	A district coordinated monitoring system will be implemented for the RTI program that will include the following: dianosis of student need, assignment to intervention, progress monitoring and fidelity checks. AIMS Web will be utilized for progress monitoring for Tier II and III students.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
ECE Department Chair Meetings	All ECE department and ARC chairpersons will attend monthly meetings with the director of special education.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, Principal, ARC Chairpersons
Implementation of the Professional Growth and Effectiveness System (PGES)	SCES will successfully implement the PGES Evaluation System (all TPGES, PPGES, and OPGES components)	Professional Learning	10/01/2015	09/30/2016	\$0	Principal

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

District Lesson Plans in CIITS	75% of teachers will enter their District Lesson Plans in CIITS as required by KDE.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Tier III Identification	School psychologists will be involved in the Tier III and RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
ECE Monitoring	ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0	Director of Special Education, Principal
Tier 1 Instruction	Each school will implement/monitor a plan to improve Tier 1 instruction using research-based strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal, Assistant Principal
Content Reinforcement	We will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	01/08/2013	05/28/2013	\$0	Principal
Curriculum Maps/Pacing Guides	Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Daily Learning Target Assessments	All teachers will continue to give Daily Learning Target Assessments to determine which students mastered the content during the class. These results will guide teachers in determining what content needs to be retaught to which students.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Brigance Kindergarten Readiness Screener student data analysis	Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0	Teachers
RTI schedule	Our school schedule will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Curriculum Documents and Timelines	All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	01/07/2013	05/30/2013	\$0	Principal
Tier 2 and 3 Interventions	Research- based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading, math and writing.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Common Unit Assessments	Teachers will give common unit assessments to improve academic achievement. They will collaborate to write assessments, analyze the results and determine next steps.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Involve Spencer County Preschoolers in appropriate SCES activities	When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0	School Administration

## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Tier 2 and 3 Interventions	Research- based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading, math and writing.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Quarterly Curriculum Reviews	Each principal will conduct Quarterly Curriculum Reviews after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Differentiated RIT Band Instruction	MAP data and DesCartes resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Vertical Curriculum Discussions	Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment and share information on individual students.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principal
Tier 1 Instruction	Each school will implement/monitor a plan to improve Tier 1 instruction using research-based strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal, Assistant Principal
Daily Learning Targets and Essential Questions	Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
RTI schedule	Our school schedule will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Formative Assessments through CIITS	90% of teachers will administer at least one formative assessment through CIITS.	Academic Support Program	10/01/2015	09/30/2016	\$0	Principal
Program Review monitoring	Progress toward addressing each Program Review will be examined and analyzed on a quarterly basis by SCES staff members; adjustments will be made based upon the outcomes of the analysis	Professional Learning	10/01/2015	09/30/2016	\$0	Teachers
One-on-One Testing	We will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principal and Assistant Principal
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Strategies	Develop additional resources of high interest for boys.	Academic Support Program	10/01/2013	09/30/2014	\$1200	Principal
<b>Total</b>					\$1200	

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for all Teachers	Each school will provide on-going, job-embedded, research based professional learning in the following areas: CHETL, Professional Growth and Evaluation System (Danielson Framework), RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies' Standards and related arts. In addition, staff will be given the opportunity to self select personalized Professional Development activities to participate in.	Professional Learning	10/01/2015	09/30/2016	\$2000	Principal
RIT Band Instruction	RIT Band Instruction will be implemented to provide the appropriate instruction for each student	Direct Instruction	10/01/2015	09/30/2016	\$4500	Principal
Goal Setting	Students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	10/01/2015	09/30/2016	\$4000	Teachers
Math Automaticity	Implement math automaticity for 1st- 5th grade students.	Other	10/01/2015	09/30/2016	\$2000	Principal and Assistant Principal
Professional Learning for all Teachers	Each school will provide on-going, job-embedded, research based professional learning in the following areas: CHETL, Professional Growth and Evaluation System (Danielson Framework), RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies Standards and Related Arts (Specials Area) professional development.	Professional Learning	10/01/2015	09/30/2016	\$2000	Principal / District Instructional Staff
Summer Intervention/Enrichment	Struggling student will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	06/10/2013	07/19/2013	\$10000	Principal
Summer Intervention/Enrichment	Struggling students will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$10000	Principal
<b>Total</b>					\$34500	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RIT Band Instruction	RIT Band Instruction will be implemented to provide the appropriate instruction for each student	Direct Instruction	10/01/2015	09/30/2016	\$23000	Principal
<b>Total</b>					\$23000	

## Other



## KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	District Technology Coordinator will meet on a regular basis with the principal to facilitate the consistent availability and use of technology.	Technology	10/01/2015	09/30/2016	\$0	Principal and District Technology Director
Before school tutoring	Struggling students may be offered before school assistance in the form of small group instruction in order to improve their literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$500	School Administration / Teachers
Before school tutoring	Struggling students meet before school for small group instruction to improve literacy and numeric skills.	Academic Support Program	01/09/2013	05/01/2013	\$500	Principal
<b>Total</b>					\$1000	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development to support Personalized Learning	Professional Development activities will be provided in order to provide support for Personalized Learning such as: CIITS Assessment, CIITS Lesson Planning, Thinking Strategies PD, RTT-D Data Retreat for SCES team, D.A.T.A. Focused Learning Communities training, "The Leader in Me" - Franklin Covey training, use of SMART goals to increase student achievement, HOT questions on lesson plans, Communities of Practice, Communities of Learners, Technology Integration Training, and others	Professional Learning	10/01/2015	09/30/2016	\$15000	School Administration
Teaching Strategies	SCES Teachers will be provided with support in order to give SCES students opportunities for Personalized Learning through activities such as: "The Leader in Me" faculty book study, Thinking Strategies PD, D.A.T.A. Focused Learning Communities, Statewide Content Network participation, Use of Student Response Systems, piloting the PGES Evaluation system, and others	Professional Learning	10/01/2015	09/30/2016	\$15000	School Administration
<b>Total</b>					\$30000	

# **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?**

SCES' K-PREP scores continue to be above the state averages. Average grade level / content areas MAP scores are above the national norms. However, our Writing scores and Reading scores are not indicative of our students' strengths. Reading will be an area of focus as well as continuing to focus on Writing.

Our curriculum maps and pacing guides prevent large gaps in content; the K-PREP data reported to us does not provide us with how the students performed in sub-content areas. Therefore, we are unable to know specifically the questions, passages, and sub-content areas with which our students struggle. So instead, we use MAP academic data and Common Assessment data in order to target specific sub-content areas.

Student Gap data indicates a need for continuing to increase their proficiency levels. We will need to continue to monitor their academic advancements toward proficiency and make adjustments as necessary.

Student Data Notebooks are being employed as a strategic for the students to goal set and monitor their own progress toward meeting those goals. In doing so, we feel the Student Growth factor in K-PREP will increase.

## **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?**

Our areas of strength are instruction and curriculum. Based upon a review of student performance data, our students were well prepared for the state assessment. We were above the state's average in every category and was the leaders for our district in student achievement. We still need to improve upon Reading at all grade levels and with Writing: both 4th grade Language Mechanics and 5th grade On Demand Writing.

Overall, we were at the Distinguished level, for the second year in a row, for all elementary schools in the state of Kentucky.

Our district was labeled as a Distinguished District.

## **Opportunities for Improvement**

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

Our school scored well but our continued struggle will be to maintain our students' high performance levels and to demonstrate individual continued growth for each of the students. We have been targeting every student by focusing on RIT band instruction - scores based upon MAP assessments. Each child is being challenged on his/her own level during RIT Band Instruction time.

We are paying attention to progress data more than ever. Our teachers have developed SMART goals for student achievement (both student proficiency and student growth). Weekly progress toward the student achievement goals are reviewed and discussed during PLC meetings.

Students are maintaining their own Data Notebooks, goal setting, and monitoring their progress toward those goals.

## **Conclusion**

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

Our next steps to monitor and refine that which has been implemented. It is important our teachers have the resources to do the things the state expects.

Our SBDM council charged our committees to support our areas of improvement. The school is working together with a common goal; we are working smarter than ever before and through diligence and intentionality, we know our successes will continue.

# **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:**

Address the results analysis from SCES' TELL Survey completed in Spring 2015

**Measurable Objective 1:**

collaborate to address the results from SCES' Spring 2015 TELL Survey results by 06/30/2015 as measured by a positive increase in the Spring 2015 TELL Survey responses.

**Strategy1:**

Provide Personalized Professional Development Opportunities for SCES Staff - Teacher will be provided personalized professional development opportunities based upon their needs and wants

Category: Teacher PGES

Research Cited:

Activity - Personalized PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with opportunities of Personalized Professional Development	Professional Learning	10/01/2015	09/30/2016	\$5000 - State Funds	Principal and Teachers

**Goal 2:**

Provide Highly Qualified Teachers to SCES students

**Measurable Objective 1:**

collaborate to provide opportunities for staff members to participate in Professional Development specific to their needs by 06/30/2015 as measured by results from the TELL Survey completed in Spring 2015 and the Highly Qualified Calculator completed each year in the Spring.

**Strategy1:**

Professional Learning - Professional Learning opportunities will be provided to all teachers.

Category:

Research Cited: Best Practice Education Model

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to the district will be provided on-going professional development, guidance and support with a focus on research based instructional strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	New teacher cadre coordinator

Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will provide on-going, job-embedded, research based professional learning in the following areas: CHETL, Professional Growth and Evaluation System (Danielson Framework), RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science and Social Studies' Standards and related arts. In addition, staff will be given the opportunity to self select personalized Professional Development activities to participate in.	Professional Learning	10/01/2015	09/30/2016	\$2000 - General Fund	Principal

### Goal 3:

Provide Personalized Learning Opportunities for SCES Students

### Measurable Objective 1:

collaborate to provide a variety of opportunities for students to have personalized learning by 06/30/2015 as measured by the various differentiated approaches and opportunities given to the students.

### Strategy1:

Professional Development to support Personalized Learning - Professional Development activities will be provided in order to provide support for Personalized Learning

Category:

Research Cited:

Activity - Professional Development to support Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development activities will be provided in order to provide support for Personalized Learning such as: CIITS Assessment, CIITS Lesson Planning, Thinking Strategies PD, RTT-D Data Retreat for SCES team, D.A.T.A. Focused Learning Communities training, "The Leader in Me" - Franklin Covey training, use of SMART goals to increase student achievement, HOT questions on lesson plans, Communities of Practice, Communities of Learners, Technology Integration Training, and others	Professional Learning	10/01/2015	09/30/2016	\$15000 - Race to the Top	School Administration

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

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

## Goal 1:

Increase the average combined Proficient / Distinguished Reading and Math K-PREP scores to 78.3% by 2017.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for elementary students from 53.7% to 65.2% by 09/30/2016 as measured by Unbridled Learning.

## Strategy1:

Live Scoring - Provide students with Live Scoring to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response

Category:

Research Cited:

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers / students with Live Scoring opportunities with the purpose to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Teachers / Instructional Coach

## Strategy2:

EKU math Initiatives- Math Automaticity- 1st-5th - All students will become proficient in number sense.

Category:

Research Cited: ECU research

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement math automaticity for 1st- 5th grade students.	Other	10/01/2015	09/30/2016	\$2000 - General Fund	Principal and Assistant Principal

## Strategy3:

MAP testing - MAP testing will be conducted 3 times per year to gather information on individual students' skills.

Category:

Research Cited: NWEA research

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RIT Band Instruction will be implemented to provide the appropriate instruction for each student	Direct Instruction	10/01/2015	09/30/2016	\$23000 - Title I Part A \$4500 - General Fund	Principal

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	10/01/2015	09/30/2016	\$4000 - General Fund	Teachers

**Strategy4:**

Extended Instructional Time - Extended instructional time will be provided for students struggling in literacy and/or math.

Category:

Research Cited: Best practice model for education

Activity - Before school tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students may be offered before school assistance in the form of small group instruction in order to improve their literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$500 - Other	School Administration / Teachers

Activity - Summer Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$10000 - General Fund	Principal

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

**Goal 1:**

Increase the percentage of students who are college or career ready from 46.9% to 58.5% by May 2017

**Measurable Objective 1:**

collaborate to increase the percentage of students who are college or career ready to 58.5% by 05/30/2015 as measured by Unbridled Learning.

**Strategy1:**

Involve Spencer County Preschoolers in appropriate SCES activities - When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Spencer County Elementary School

Activity - Involve Spencer County Preschoolers in appropriate SCES activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	School Administration

## Strategy2:

Analysis of Brigance Kindergarten Readiness Screener student data - Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis

Category:

Research Cited:

Activity - Brigance Kindergarten Readiness Screener student data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Teachers

## Goal 2:

Provide Purposeful Transition Opportunities for SCES Students

### Measurable Objective 1:

collaborate to provide purposeful transition opportunities for SCES students by 09/30/2014 as measured by students' academic performances as they go through grade level transitions .

## Strategy1:

Involve Spencer County Preschoolers in appropriate SCES activities - When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities

Category:

Research Cited:

Activity - Involve Spencer County Preschoolers in appropriate SCES activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	SCES Administration

## Strategy2:

Vertical Content Collaboration - Teachers at major grade transitions will meet with each other, by content area, in order to work toward eliminating gaps in curriculum and instruction

Category:

Research Cited:

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

Activity - Vertical Content Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across grade levels will collaborate in order to work toward eliminating gaps in curriculum and instruction	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal

**Strategy3:**

Analysis of Brigance Kindergarten Readiness Screener student data - Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis

Category:

Research Cited:

Activity - Brigance Kindergarten Readiness Screener student data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Kindergarten Teachers

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

**Goal 1:**

Provide Purposeful Transition Opportunities for SCES Students

**Measurable Objective 1:**

collaborate to provide purposeful transition opportunities for SCES students by 09/30/2014 as measured by students' academic performances as they go through grade level transitions .

**Strategy1:**

Analysis of Brigance Kindergarten Readiness Screener student data - Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis

Category:

Research Cited:

Activity - Brigance Kindergarten Readiness Screener student data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Data from the Brigance Kindergarten Readiness Screener will be analyzed and interventions will be developed for the identified students based upon the data analysis	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Kindergarten Teachers

**Strategy2:**

Involve Spencer County Preschoolers in appropriate SCES activities - When there is an opportunity, Spencer County Preschoolers will be

# KDE Comprehensive School Improvement Plan

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invited to participate in appropriate SCES activities

Category:

Research Cited:

Activity - Involve Spencer County Preschoolers in appropriate SCES activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When there is an opportunity, Spencer County Preschoolers will be invited to participate in appropriate SCES activities	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	SCES Administration

### Strategy3:

Vertical Content Collaboration - Teachers at major grade transitions will meet with each other, by content area, in order to work toward eliminating gaps in curriculum and instruction

Category:

Research Cited:

Activity - Vertical Content Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across grade levels will collaborate in order to work toward eliminating gaps in curriculum and instruction	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal

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

### Goal 1:

Increase the average combined Proficient / Distinguished Reading and Math K-PREP scores to 78.3% by 2017.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for elementary students from 53.7% to 65.2% by 09/30/2016 as measured by Unbridled Learning.

### Strategy1:

MAP testing - MAP testing will be conducted 3 times per year to gather information on individual students' skills.

Category:

Research Cited: NWEA research



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Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	10/01/2015	09/30/2016	\$4000 - General Fund	Teachers

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RIT Band Instruction will be implemented to provide the appropriate instruction for each student	Direct Instruction	10/01/2015	09/30/2016	\$23000 - Title I Part A \$4500 - General Fund	Principal

## Strategy2:

Extended Instructional Time - Extended instructional time will be provided for students struggling in literacy and/or math.

Category:

Research Cited: Best practice model for education

Activity - Before school tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students may be offered before school assistance in the form of small group instruction in order to improve their literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$500 - Other	School Administration / Teachers

Activity - Summer Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will attend a Summer Academic Program to improve literacy and numeric skills.	Academic Support Program	10/01/2015	09/30/2016	\$10000 - General Fund	Principal

## Strategy3:

EKU math Initiatives- Math Automaticity- 1st-5th - All students will become proficient in number sense.

Category:

Research Cited: ECU research

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement math automaticity for 1st- 5th grade students.	Other	10/01/2015	09/30/2016	\$2000 - General Fund	Principal and Assistant Principal

## Strategy4:

Live Scoring - Provide students with Live Scoring to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response

Category:

Research Cited:

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Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers / students with Live Scoring opportunities with the purpose to give the students guidance / feedback in order allow the students an opportunity to generate a "Four" written response	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Teachers / Instructional Coach

**The school identified specific strategies to address subgroup achievement gaps.**

### Goal 1:

Increase the percentage of gap students who are Proficient or Distinguished for the Combined Reading and Math areas to 71.6% by 2017.

### Measurable Objective 1:

collaborate to increase the percentage of gap students who are Proficient or Distinguished for the Combined Reading and Math to 54.5% by 05/30/2013 as measured by Unbridled Learning.

### Strategy1:

RIT Band Instruction - This will allow instruction to be specifically differentiated to student academic needs.

Category:

Research Cited: NWEA research

Activity - Differentiated RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data and DesCartes resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal

### Strategy2:

ECE Progress Monitoring - The academic progress of students with identified disabilities will be monitored on a regular basis.

Category:

Research Cited: Exceptional Children Education Model

Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the director of special education.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Director of Special Education, ARC Chairpersons

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Activity - Student Success Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving ECE services will reflect on past performance on MAP and KPREP and set goals through the development of individual success plans or school developed plans. The plan will be reviewed with students at least every 9 weeks.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Director of Special Education, Special Education Teachers

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Director of Special Education, Principal

### Strategy3:

ECE Curriculum, Instruction and Assessment - This strategy is designed to target individual needs of students who are identified as part of the ECE programs.

Category:

Research Cited: Best Practice Education- Exceptional Children

Activity - One-on-One Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal

### Strategy4:

Response to Intervention - Students will receive a targeted intervention based on their individual academic and/or social needs.

Category:

Research Cited: Response to Intervention Model

Activity - Tier 2 and 3 Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading, math and writing.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

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Activity - Tier III Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School psychologists will be involved in the Tier III and RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

Activity - RTI schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school schedule will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district coordinated monitoring system will be implemented for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks. AIMS Web will be utilized for progress monitoring for Tier II and III students.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnostic assessment will be administered to all students in Tier III for reading and math.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

**Strategy5:**

Instruction - Teachers will prioritize the use of research-based instructional strategies

Category:

Research Cited: Instructional Strategies that Work (Marzano) and The Art and Science of Teaching (Marzano)

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will implement/monitor a plan to improve Tier 1 instruction using research-based strategies.	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal, Assistant Principal

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

N/A (this question does not apply)

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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:

All Program Reviews at Spencer County Elementary will demonstrate growth as a school based upon the given program review data

## Measurable Objective 1:

collaborate to provide opportunities to demonstrate growth for each Program Review area by 06/30/2014 as measured by data collected from each Program Review.

## Strategy1:

Program Review templates to collect school wide data / activities - Utilize a template in order to collect school wide data / activities for each of our Program Review

Category:

Research Cited:

Activity - Program Review templates to collect school wide data / activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize a template in order to collect school wide data / activities for each of our Program Review; teachers will complete the templates to note the activities they provided to students addressing the various Program Reviews	Academic Support Program	10/01/2015	09/30/2016	\$0 - No Funding Required	Teachers

## Strategy2:

Quarterly Review of Program Review Progress - Progress toward addressing each Program Review will be examined and analyzed on a quarterly basis by SCES staff members

Category:

Research Cited:

Activity - Program Review monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress toward addressing each Program Review will be examined and analyzed on a quarterly basis by SCES staff members; adjustments will be made based upon the outcomes of the analysis	Professional Learning	10/01/2015	09/30/2016	\$0 - No Funding Required	Teachers

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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



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

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

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

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

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

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

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

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.	N/A		

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.spencer.kyschools.us/3/Content/106">http://www.spencer.kyschools.us/3/Content/106</a>	

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

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

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

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

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

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

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

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

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

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

School Administration

## Relationship Building

Overall Rating: 3.0

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

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

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

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

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

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

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



## Communications

Overall Rating: 3.29

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

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

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

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

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

## Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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

**Advocacy**

Overall Rating: 3.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

## Learning Opportunities

Overall Rating: 3.0

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

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

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

## Community Partnerships

Overall Rating: 3.0

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff 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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

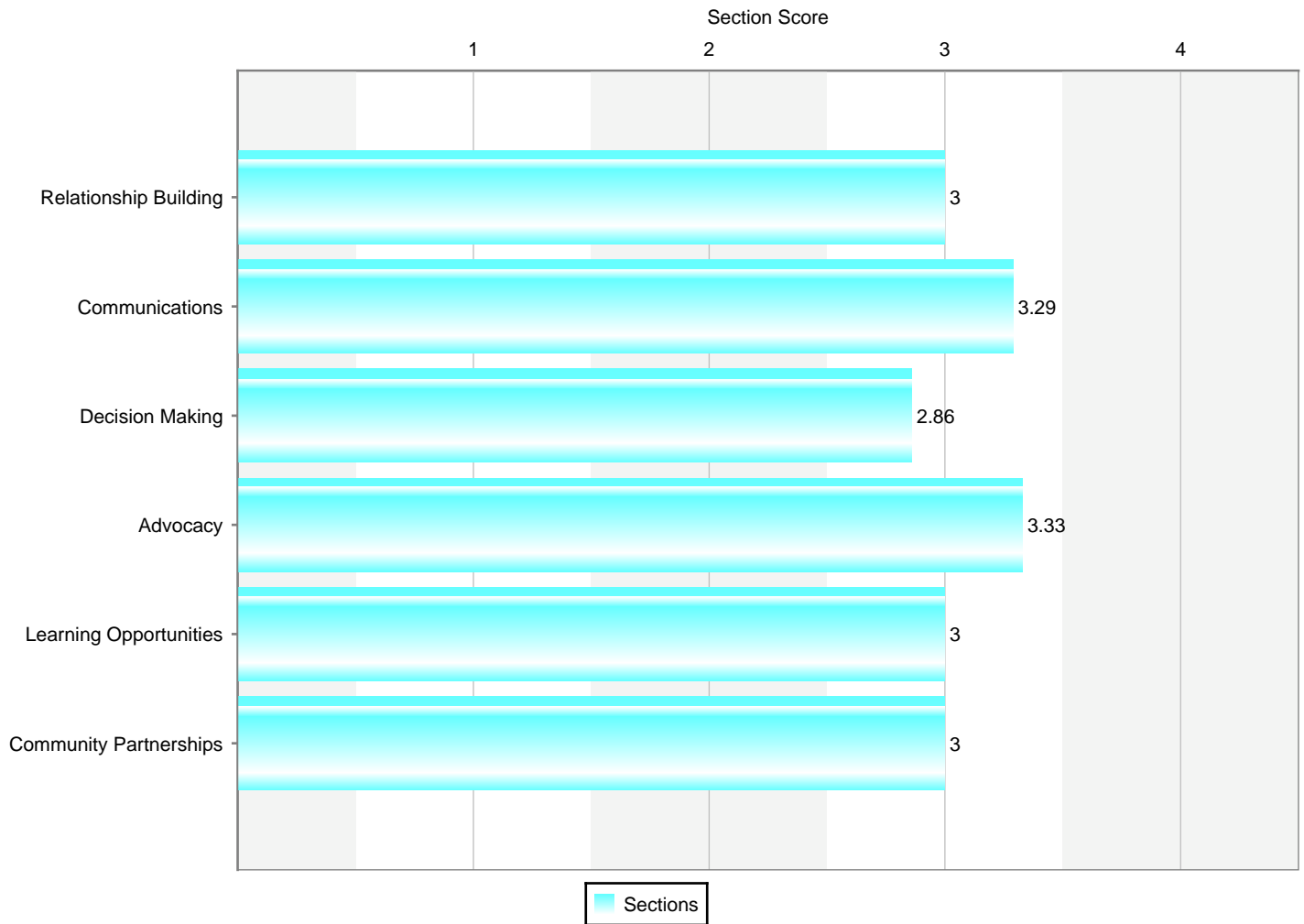
**Reflect upon your responses to each of the Missing Piece objectives.**

SCES is continuing to build upon all components



## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

All certified staff were asked to review the current CSIP. They were then asked to complete an Implementation and Impact Check on the current CSIP by group. Each group was asked to make suggestions as to which items should be removed, revised (how would they be revised), and what should be added to our CSIP.

The SBDM Council reviewed the Implementation and Impact Check feedback, staff suggested revisions, and a draft in order to approve the 2015-2016 SCES' CSIP at the SBDM meeting on November 12, 2015.

The 2015-2016 SCES' CSIP will be shared and reviewed by the Spencer County Board of Education.

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

All certified staff were asked to review the current CSIP. They were then asked to complete an Implementation and Impact Check on the current CSIP by group. Each group was asked to make suggestions as to which items should be removed, revised (how would they be revised), and what should be added to our CSIP.

The SBDM Council reviewed the Implementation and Impact Check feedback, staff suggested revisions, and a draft in order to approve the 2015-2016 SCES' CSIP at the SBDM meeting on November 12, 2015.

The 2015-2016 SCES' CSIP will be shared and reviewed by the Spencer County Board of Education.

**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 2015-2016 SCES' CSIP will be shared and reviewed by the Spencer County Board of Education.

The CSIP will be posted on our school's website. We will complete Implementation and Impact Checks as we progress through the school year.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	1st Reading September 24, 2013 2nd Reading and Adoption October 8, 2013 Reviewed July 9, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	1st Reading September 24, 2013 2nd Reading and Adoption October 8, 2013 Reviewed July 9, 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	District Administration has completed this task	

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	1st Reading September 24, 2013 2nd Reading and Adoption October 8, 2013 Reviewed July 9, 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	7-27-15 9-11-15	

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

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		

**KDE Comprehensive School Improvement Plan**

Spencer County Elementary School

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	completed annually last school year was October 2014	

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 <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 14, 2015 Fire Drill 2 pm - Tornado Drill 2:30 pm  August 21, 2015 Earthquake Drill 9:30 am, Fire Drill 2 pm, & Lockdown Drill 2:30 pm	

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



# **Equitable Access Diagnostic**

## **Introduction**

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

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	<p>SCES' K-PREP scores continue to be above the state averages. Average grade level / content areas MAP scores are above the national norms. However, our Writing scores and Reading scores are not indicative of our students' strengths. Reading will be an area of focus as well as continuing to focus on Writing.</p> <p>Our curriculum maps and pacing guides prevent large gaps in content; the K-PREP data reported to us does not provide us with how the students performed in sub-content areas. Therefore, we are unable to know specifically the questions, passages, and sub-content areas with our students strugg</p>	

**What are the barriers identified?**

SCES' K-PREP scores continue to be above the state averages. Average grade level / content areas MAP scores are above the national norms. However, our Writing scores and Reading scores are not indicative of our students' strengths. Reading will be an area of focus as well as continuing to focus on Writing.

Our curriculum maps and pacing guides prevent large gaps in content; the K-PREP data reported to us does not provide us with how the students performed in sub-content areas. Therefore, we are unable to know specifically the questions, passages, and sub-content areas with our students struggles. So instead, we use MAP academic data and Common Assessment data in order to target specific sub-content areas.

Barriers which continue to impede student achievement is lack of resources, funding, and time

Student Gap data indicates a need for continuing to increase their proficiency levels. We will need to continue to monitor their academic advancements toward proficiency and make adjustments as necessary.

Student Data Notebooks are being employed as a strategic for the students to goal set and monitor their own progress toward meeting those goals. In doing so, we feel the Student Growth factor in K-PREP will increase.

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

K-PREP data

MAP data

Common Assessment data

AR data

STAR Reading data

Study Island data

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

Funding - out of our control

Gap Students to improve levels of Proficiency - need more individual monitoring / more individual instruction

Reading / Writing levels of Proficiency need to increase - need to have more purposeful, focused instruction with an emphasis on Close Reading Strategies

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

They are effective

## 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.**

Spencer County Elementary School

Parent Input for Student Placement Policy

Students will be heterogeneously assigned to classrooms by: gender, ethnicity, academic and special needs, time intensive students and potential for interpersonal conflict (student to student, student to teacher, sibling to sibling).

Assignments will be made by a committee including the principal, counselor, and classroom teachers of the grade the student just completed. Teachers will supply information about each student's abilities and interests. The committee will work to develop balanced classrooms. This may include separating students who would benefit from being apart.

For a request to be valid, a parent must request two teachers from a grade level for their child's assignment for the upcoming school year. A request with only 1 teacher name will not be considered. This request must be made by completing the approved form and submitting it to the counselor. The request must be given to the counselor by the end of the request window. Only requests submitted on the approved form will be considered. Requests received outside of the request window will not be considered.

Parents should understand that submitting a request is only one determining factor in placing a child. There are many others such as class size, student/teacher ratio, learning styles, and academic need. Thus, submitting a request does not guarantee a particular class assignment.

New students enrolling after class lists are developed will be assigned to the classroom with the lowest number of students while striving to maintain a balance of gender, ethnicity, and academic levels of students and time intensive needs of the students in each classroom at the time.

**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?**

SCES doesn't have any inexperienced, ineffective, or out-of-field teachers. If we did, we would monitor accordingly and follow our SBDM Placement Policy

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

K-PREP, MAP, and Common Assessment data are used to determine school wide needs.

they would meet our school needs. Additionally, they go through a set of interviews and field questions as we continue to determine which candidate would be the best person for our school, student needs, and provides us with diverse teachers.

**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?**

Teachers who apply to SCES for any vacancy which we have are asked to complete performance events / activities in order to determine if they would meet our school needs. Additionally, they go through a set of interviews and field questions as we continue to determine which candidate would be the best person for our school, student needs, and provides us with diverse teachers.

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

No incentive is offered by the school

We strive to maintain a working environment where it is a joy to come to teach our students. Administration works to provide teachers with the necessary resources in order to be successful.

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

The district provides Year 1 and Year 2 teacher academies

SCES does not need to hire out of field teachers.

SCES grade level teachers support each other through the weekly PLC process and daily common planning times.

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

We don't have any levels of ratings below accomplished

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

SCES' CSIP has goals and sets of strategies specific to address these items.

## **Questions**

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

See SCES' CSIP.....