KDE Comprehensive School Improvement Plan

North Jackson Elementary

Barren County

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Glasgow, KY 42141

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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?

-North Jackson Elementary is a public school housing students in grades preschool through six, with an enrollment of 550 students.

-We have sixty-five staff members at North Jackson.

-The school is located within the city limits of Glasgow, KY, a rural city with a population of approximately 14,000.

-North Jackson was established in 2009 and is one of seven elementary schools in the Barren County School District.

-Enrollment has increased from 325 in 2009 to 550 at the present time.

-North Jackson is an official "Leader in Me" school, recognized by Steven Covey.

-College and Career Ready Tours have been implemented for all students in grades Kindergarten through six. Students will be touring various institutes of higher education, vocational schools and military campuses.

-Developed and implemented extension classes for students in grades two through six in which students choose classes with a math and/or science focus.

-North Jackson Elementary offers a wide variety of clubs and activities for students in all grades focusing on developing the leader in each individual student.

-We offer a hands-on opportunity for learning through community and school partnerships with the use of an on-campus greenhouse which is utilized through the Edible Schoolyard project.

-Challenges we face include a growing free/reduced student population as well as reaching building capacity.

-Traffic flow is another challenge for North Jackson due to the location of our school and the large population of students who are transported to and from school by private means.

School's Purpose

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

School: North Jackson Elementary

School Vision: Together we can dream, believe, lead, and achieve.

School Mission: The North Jackson community will develop each child's potential in order to enable our students to seize opportunities and become leaders with passion, integrity, and honor

Multiple stakeholders were included in the development of the vision and mission for North Jackson Elementary School. Teams met over a period of time and included input from stakeholders such as Tim Gott, Director of the Gatton Academy; Dr. Bayless, former Director of Western Kentucky University's Glasgow Campus; and Dr. Wright, Residency Director/Associate Professor, University of Louisville/Glasgow FMR.

Process for developing the Comprehensive School Improvement Plan:
* How Planning and Needs Assessment Teams were organized: Our original CSIP structure was centered around having Planning Teams organized around the nine standards of Kentucky's Standards and Indicators for School Improvement (SISI) document. These teams were designated by the Site-Based Decision Making Council and consisted of teachers, parents, Family Resource Center personnel, students, and administrators.
* Each committee represented a needs assessment team to gather data for school improvement.   In addition to this needs assessment data tool, results from K-Prep, MAP, and other assessments were used to identify areas of strength and weakness for the school. The Gallup Student Poll and TELL Survey (teacher) were used to gauge the climate and culture of the school.
* A "School Improvement Team" consisting of parents, students, all teachers, and administrators began meeting for the purpose of continued analysis of our Kentucky Performance Report, and current comprehensive school improvement plan, including implementation and impact checks, in order to determine new and continuing areas for growth and improvement in our instructional practices.

Members/Representative Groups who served on the Planning and Needs Assessment Committees:
* Student representatives
* Parents
* Teachers
* Administrators: Principal, Guidance Counselor
* Family Resource Service Staff

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.

Notable Achievements:

-Enrollment is the highest it has ever been.

-2011 Tell "Winners Circle Award"

-2013 TELL Top 49 Honorable Mention Award

-Parent engagement include over 20,000 hours of volunteer service hours logged yearly, ranking among the highest in the district, as well as parent involvement in PTO, SBDM, classroom projects, etc.

-Attendance is always top in the district.

-Implementation of College and Career Ready trips for students in grades K-6 to various institutes of higher learning, vocational schools and military establishments.

-Official "Leader in Me" School since 2009.

-Invitation to present at the Nationally Recognized Leader in Me Symposium, KASA Meetings and KDE Conferences.

-2012 testing. Distinguished High Performing School.

-Recognized by the State Board of Education for the dedication and hard work of teachers and staff, 2011.

-2011, Recognized by the State Senate for being a high performing school.

-2012, Recognized by the Governor of the state of Kentucky for achievements on the K-Prep.

-2014 High Performing School

-2015 Distinguished School

-District 35 Elementary Governor's Cup Champions 2014

-Region 10 Elementary Governor's Cup Runner-Up 2014

-Highest test scores in the district as well as surrounding districts in 2012

-Community service by students and staff.

-Teamwork and staff. Unlike any place in the state or nation.

What implementation of the plan is expected to achieve:

* Improve student achievement in all instructional areas

* Address student learning styles, equity issues, school climate, and student achievement

* Improve student achievement on the KPREP Assessment

* Improve student thinking and learning

* Create a partnership between teachers, students, parents, administrators, and the community to fulfill the vision and mission of NJE.

Additional Information

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

How the needs of the school were determined:

Sources of data included:

* Kentucky Performance Reports

* KPR Analysis Meetings of Content Teachers

* KPR Analysis by the NJE Site-Based Council

* Team Meetings with Teachers

* Discipline & Attendance Reports

* FRYSC Reports

* Identified Professional Development Needs

* Educational Research

* Analysis of Student Work

How goals and strategies were decided upon:

* Goals and strategies were formulated by an in-depth analysis of the sources of data utilized by each of the nine committees.   Review, input, and revision has been an on-going process by all stakeholders of Learning Community through Comprehensive School Improvement Planning Meetings, Faculty Meetings, Team Meetings, Content Meetings, and SBDM Meetings.

What process was used for internal review of the plan:

* Committee Reports presented to NJE Site-Based Decision Making Council

How comprehensive school improvement planning will be ensured in the future:

* *Implementation and Impact Checks in Content Areas

* *I&I Reports shared by Content Leaders at SBDM Council meetings.

* SBDM Committee Reports regarding progress made toward improving standards provided to the NJE SBDM Council.

Communication Plan:

* The Comprehensive School Improvement Plan and other important information will be shared with all stakeholders through faculty meetings, SBDM meetings, team meetings, team leader meetings, parent/community meetings.

How input will continue to be gathered from stakeholders:

* Review of the plan is a crucial process by all stakeholders (through faculty meetings, team meetings, content meetings and SBDM meetings), and their input is vital to the success of the plan. All stakeholders will use the Implementation and Impact Check to determine the success or failure of each activity included in the plan. Because the Comprehensive School Improvement Plan is a "Living Document", all stakeholders will have continual input into making needed revisions, deletions, or amendments to it. The intent of this document is to be a guide for the school and allow flexibility for stakeholders to make decisions that lead to greater student achievement and success.

*How the NJE Comprehensive School Improvement Plan will be monitored and reported:

* Content teachers will meet and review the CSIP using the implementation and impact checks. Time will be devoted to content teachers analyzing student work and devoted to completion of implementation and impact checks.

* Content leaders will report to the NJE SBDM Council on their content groups' review of the Comprehensive School Improvement Plan. Reports by content leaders will be scheduled on a rotational basis.

* Reports will include: Status of activities-Implemented or not implemented; Impact of activity upon student performance; Data specific results of open response and multiple choice assessments; Plans for improving current student performances; Recommendations for amendments to the CSIP.

* Leadership meetings (monthly) and team meetings (weekly) to review and improve student learning.

2016 CSIP NJE

Overview

Plan Name

2016 CSIP NJE

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.	Objectives: 2 Strategies: 7 Activities: 14	Organizational	$167000
2	K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	$12800
3	Kindergarten Readiness: All Kindergarten students at North Jackson Elementary School will be Kindergarten ready as demonstrated through the Brigance Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Next Generation Professionals-By 2014-15, North Jackson Elementary School will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	$400
5	Program Review Goal-The Program Reviews will show a 10% increase in overall score at North Jackson Elementary.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	North Jackson Elementary will reduce the number of novice students.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$100

Goal 1: Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at North Jackson Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 59.2% by 05/27/2016 as measured by K-Prep scores.

Strategy 1:

Professional Development - Teachers will continue to complete professional development in PBIS as well as bi-monthly meetings to address school-wide concerns or issues.

Category:

Research Cited: PBIS

Activity - PBIS PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will include PBIS. Staff will work towards decreasing misbehavior problems and improve school culture and climate.	Behavioral Support Program	07/02/2012	05/31/2017	$500	School Council Funds	Principal

Status	Progress Notes	Created On	Created By
In Progress	A decrease in the number of behavior problems has been shown for the school year 2014-15 due to Professional Learning. Therefore, the learning will continue to be on-going in order to continually decrease office referrals while also improving culture and climate.	May 06, 2015	Mrs. Shari Alexander
In Progress	The professional development and bi-monthly meetings will continue to address school-wide concerns.	May 22, 2014	Mr. Anthony Frazier

Strategy 2:

Collaboration with FRC to improve parent involvement - FRC will include parent communication, home visits as needed, newsletter and assessment needs survey.

Category:

Research Cited: Needs Assessment

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource will distribute a monthly newsletter to all stakeholders.	Parent Involvement	08/04/2014	05/17/2017	$500	Other	FRC/Principal

Status	Progress Notes	Created On	Created By
In Progress	Survey was completed for this school year. Due to the findings, a College and Career Fair was hosted in April which included parents and community members.	May 06, 2015	Mrs. Shari Alexander
In Progress	Family Resource Coordinator completed the assessment needs survey for the 2013-14 school year. These results are available as needed. This process will continue to improve parent communication during the upcoming school year.	May 22, 2014	Mr. Anthony Frazier

Strategy 3:

Data Analysis - K-Prep data will be analyzed by instructional staff to identify achievement gap and growth.

Category:

Research Cited: Data Analysis

Status	Progress Notes	Created On	Created By
N/A	K-Prep, MAP, Brigance K, and other forms of data assessment were analyzed during summer PD and the school year. Based on those results, staff members identified WIG for school academic improvement with a specific focus on improving student growth scores on KPrep assessment.	May 06, 2015	Mrs. Shari Alexander

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

PLC's and S-TEAM will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP in the areas of math and reading. ECE students will be assessed using AIMS Web 3 times a year as well as K-s. 2-6 will be assesse3d using MAP 3 times a year. All students K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS wen benchmarks and probes. Tier II students will be progressed monitored twice monthly and Tier III students will be progress monitored weekly. ECE students will be progress monitored weekly and meet monthly at PLC meetings.	Academic Support Program	08/10/2015	05/31/2017	$0	No Funding Required	Instructional staff

Status	Progress Notes	Created On	Created By
In Progress	Test scores will continue to be analyzed yearly to identify gaps, achievement and growth.	May 22, 2014	Mr. Anthony Frazier

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP (Measures of Academic Progress) in the areas of math and reading. All students in K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS web benchmarks and probes. Tier II students will be progress monitored twice monthly and Tier III students will be progress monitored weekly.	Academic Support Program	08/05/2013	05/31/2017	$0	No Funding Required	Instructional Staff

Status	Progress Notes	Created On	Created By
In Progress	PLC's will continue to meet monthly and bimonthly as needed in order to analyze data to continue to improve instruction. PLC's will continue to meet in the content areas of writing, reading and math as well as all areas of Program Reviews.	May 22, 2014	Mr. Anthony Frazier

Strategy 4:

Collaboration with 21st Century - Collaboration between 21st century to improve student achievement through STEAM related opportunities which include but not limited to: tutoring sessions, after school extra-curricular opportunities, and educational trips throughout the community tied to college and career readiness.

Category:

Activity - 21st Century Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century will analyze and report student success related to participation in the program through analysis of MAP assessment data and classroom progress.	Academic Support Program	05/30/2014	06/30/2017	$150000	Grant Funds	21st Century Coordinator/Principal

Status	Progress Notes	Created On	Created By
In Progress	Students involved in the summer 2014 21st Century Program did not regress according to fall MAP data; therefore, the summer program will be offered again this year as well as during the school year in order to increase student academic growth and performance.	May 06, 2015	Mrs. Shari Alexander
In Progress	Grant was received in spring of 2013 and will continue through 2017.	May 22, 2014	Mr. Anthony Frazier

Strategy 5:

RTA Grant - RTA Grant funds will be utilized to improve reading instruction in grades K-3. Data will be used to identify students for the program and students

performing in Tier II and Tier III of RTI will be progress monitored using AIMS web benchmarks and probes.

Category:

Status	Progress Notes	Created On	Created By
N/A	Spring MAP scores for 2015 indicate huge growth for students who participated in the RTA Grant Program for the 2014-15 school year. The grant focused on improving reading instruction and MAP scores indicate that it has been extremely successful in doing so.	May 06, 2015	Mrs. Shari Alexander

Activity - RTA Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing additional support in the area of reading will participate in the RTA grant program for grades K-3. Through school level funds, a certified teacher will be selected to service the needs of our students in grades 4-6 who qualify for Tier 2 and/or 3 of RTI.	Academic Support Program	08/01/2014	05/30/2017	$0	Grant Funds	Principal/Support Staff/RTA Teacher/RTI Intermediate Teacher

Status	Progress Notes	Created On	Created By
In Progress	Grant was received in spring 2014 therefore monitoring and progress will begin in the fall of 2014.	May 22, 2014	Mr. Anthony Frazier

Strategy 6:

ESS Daytime - ESS Daytime Waiver funds will be secured to hire a full time classified assistant to provide services for our identified GAP population in the areas of reading, math, and/or writing.

Category: Other - ESS Daytime Waiver Funding

Activity - ESS Daytime Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ESS Daytime Waiver funds a full time classified assistant will be hired to provide RTI services to our identified students in the areas of reading, math and writing.	Academic Support Program	08/03/2015	05/27/2016	$16000	Grant Funds	District and School Level Administration

Measurable Objective 2:

collaborate to decrease the percentage ECE students performing in the novice range in reading from ___ in 2015 to ___ in 2017 and in math from __in 2015 to ___in 2017 by 11/30/2017 as measured by Spring KPREP data.

Strategy 1:

ECE Focus - Specific activities and strategies will be used for continuous improvement and upward movement of ECE population.

Category: Continuous Improvement

Activity - Grade Level Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0	No Funding Required	ECE teachers, classroom teachers

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

ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0	IDEA	Principal, BAC, RTI coordinator, ECE teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	ECE teacher

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	ECE teacher

Activity - Cut Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	ECE teacher

Activity - Data Notebooks for ECE Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	ECE teachers

Activity - Accommodations Pairing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0	No Funding Required	ECE teacher, BAC, regular teacher

Goal 2: K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 69.2 at North Jackson Elementary School by 05/27/2016 as measured by K-Prep scores.

Strategy 1:

Curriculum & Assessment Alignment - Grade level teams will meet monthly to address common core standards gaps or overlapping.

Category:

Research Cited: Vertical Alignment

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will meet to analyze and vertically align content to avoid overlapping through the use of PLC's.	Professional Learning	07/02/2012	05/31/2017	$300	School Council Funds	Instructional Staff

Status	Progress Notes	Created On	Created By

In Progress	PLC's will continue to meet monthly and bimonthly to analyze and align content.	May 22, 2014	Mr. Anthony Frazier

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hands-on activities utilizing inquiry.	Academic Support Program	07/02/2012	05/31/2017	$1500	Other	Science Lab Teacher/Principal

Status	Progress Notes	Created On	Created By
In Progress	A focus on STEM/STEAM activities has been ongoing throughout the school year in the regular ed. classroom as well as our science and art lab. With support from 21st Century funding, PLTW resources will be purchased and implemented during summer 2015 camps and expanded into our science lab during the upcoming school year.	May 06, 2015	Mrs. Shari Alexander
In Progress	Content continues to be taught in the science lab utilizing hands on activities.	May 22, 2014	Mr. Anthony Frazier

Activity - Common Core Standards Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	$500	School Council Funds	Counselor/Principal

Status	Progress Notes	Created On	Created By
In Progress	Yearly summer power session bring teachers across the district from the same grade level together to review, dissect and align curriculum. During the school year, PLC's focus around vertical alignment of content area curriculum.	May 06, 2015	Mrs. Shari Alexander
In Progress	Summer PD and monthly PLC's review curriculum alignment and make necessary changes as needed.	May 22, 2014	Mr. Anthony Frazier

Strategy 2:

School Culture - Parental and community involvement through education of the Eight Habits.

Category:

Research Cited: Stephen Covey's 8 Habits of Happy Kids

Status	Progress Notes		Created On	Created By
N/A	Two Leadership Days based on the 8 Habits and Covey Strategies were hosted during the school year. These leadership days involved parents, student ambassadors and community stakeholders with one of the days focusing around our implementation of the Leader in Me with our ECE students. We will continue to host Leadership Days each year as an outreach to our parents and community in order to gain their understanding and support for this outstanding program.		May 06, 2015	Mrs. Shari Alexander

Activity - 8 Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will also improve involvement opportunities with community and parents to educate them on the 8 Habits.	Parent Involvement	07/02/2012	05/17/2017	$250	Annual Giving Fund	Instructional staff/Principal

Status	Progress Notes	Created On	Created By
In Progress	Leadership Team was trained on using the 7 Habits for Highly Effective Families and training will continue to educate community and parents.	May 22, 2014	Mr. Anthony Frazier

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review the progress of the Leader in Me implementation. Electronic Lighthouse Binder will reflect and track implementation of Leader in Me in order to achieve "Lighthouse Status."	Professional Learning	08/05/2013	05/17/2017	$4000	Annual Giving Fund	Instructional staff/Leadership team/Principal

Status	Progress Notes	Created On	Created By
In Progress	Lighthouse Status was achieved at North Jackson Elementary in November of 2014. We will continue to focus our school around this process.	May 06, 2015	Mrs. Shari Alexander
In Progress	The electronic Lighthouse Binder is 61% complete and a coach has been hired in order to help us achieve Lighthouse status.	May 22, 2014	Mr. Anthony Frazier

Activity - Parent Leadership Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Jackson staff and students will host Family Leadership Nights during the school year to encourage parent involvement in their child's education and promote greater understanding of the Leader in Me program and well as showcase the leadership skills of our students during the event.	Community Engagement	08/05/2013	05/31/2017	$250	Annual Giving Fund	Instructional Staff/Administration

Status	Progress Notes	Created On	Created By
In Progress	A PTO family leadership night was held in November 2013 and leadership nights will continue to be held yearly.	May 22, 2014	Mr. Anthony Frazier

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the school year, each grade level will visit a Kentucky college and/or career site to gain insight and understanding regarding the importance of education for future success and also begin student discussions and research around possible career choices based on interests and ability.	Academic Support Program	08/06/2012	05/31/2017	$5000	School Council Funds	Instructional Staff/Administration

Status	Progress Notes	Created On	Created By
In Progress	College and Career Readiness Fair was held in April 2014 as an opportunity to expose students to various career opportunities within and outside of our area while involving parents and community members in our school.	May 06, 2015	Mrs. Shari Alexander
In Progress	College and career readiness tours are continuing with each grade level visiting college and career sights.	May 22, 2014	Mr. Anthony Frazier

Strategy 3:

STEAM Initiative - Initial implementation and creation of the STEAM Leadership Plan at NJE will continue to expand.

Category:

Activity - STEAM Leadership Plan Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NJE staff will insure the progress of the STEAM Leadership Plan implementation. The plan includes the research and development phase which will lay the foundation for complete implementation.	Academic Support Program	05/30/2014	05/30/2017	$1000	School Council Funds	Instructional Staff/Leadership Team/Principal

Status	Progress Notes	Created On	Created By

In Progress	90 Chrome Books were purchased for the purpose of increasing STEAM activities during science lab as well as within the classroom during the school day and also during our after school 21st Century Program. We will continue to increase STEAM through the inclusion of PLTW during the summer of 2015.	May 06, 2015	Mrs. Shari Alexander

Strategy 4:

Reading "WIG" - Best Practice, Progress Monitoring: One key indicator in increasing proficiency is the amount of time students spend reading outside of the

instructional day. In order to promote reading, students will commit to reaching their reading goal outside the school day which includes before and after school hours,

weekends as well as recess time. Students who reach their goal will be recognized and rewarded for their accomplishment.

Category: Continuous Improvement

Research Cited: Instructional Staff and Leadership

Activity - WIG Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0	No Funding Required	Leadership and Instructional Staff

Goal 3: Kindergarten Readiness: All Kindergarten students at North Jackson Elementary School will be Kindergarten ready as demonstrated through the Brigance Assessment.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency in Kindergarten readiness based on Common Core State Standards. in English Language Arts by 05/31/2015 as measured by the results of the Brigance Assessment..

Strategy 1:

Best Practice, Progress Monitoring - Students will be given the Brigance at the beginning of the school year. Research based instruction with Common Core State

Standards will be delivered throughout the year by teachers. Results regarding percentage of students ready, not ready and ready with enrichments will be compared

from year to year.

Category: Continuous Improvement

Research Cited: Research based KDE recommended Brigance Assessment

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brigance Assessment	Direct Instruction	08/13/2012	05/31/2017	$0	No Funding Required	District Support Staff Kindergarten Teachers

Status	Progress Notes	Created On	Created By
In Progress	Previously, Brigance K Screen assessment has been given by staff members during the summer; however, for the 2015 school year, we will administer the exam during the second week of school. Data has been collected based on scores for the past two years regarding the percentage of students Ready, Not Ready and Ready with Enrichments. K teachers and other primary teachers have reviewed this data during PLC's.	May 06, 2015	Mrs. Shari Alexander
In Progress	Brigance Assessment Screen for beginning K students will continue to occur each year.	May 22, 2014	Mr. Anthony Frazier

Goal 4: Next Generation Professionals-By 2014-15, North Jackson Elementary School will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by new state-wide Professional Growth Evaluation System (PGES)..

Strategy 1:

Professional Development - Awareness and training for teachers. All teachers will participate in the peer observer training videos through KDE. Some teachers will be

selected to serve as peer observers based on the criteria outlined in the District CEP.

Category:

Status	Progress Notes	Created On	Created By
N/A	All teachers completed the peer observing training through KDE. Some were selected to serve as peer observers based on criteria outlined in our District CEP.	May 06, 2015	Mrs. Shari Alexander

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Awareness and training for teachers will occur throughout the school year and summer professional development will include training through KDE support materials.	Professional Learning	08/07/2013	05/30/2017	$0	Other	District CRT, Principal and other district staff

Status	Progress Notes	Created On	Created By
In Progress	Activity has been updated to include new objective and end date.	May 22, 2014	Mr. Anthony Frazier

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning meetings held on a regular basis with administration and district CRT to focus on self-reflection, PGG and SGG.	Professional Learning	06/01/2014	06/01/2016	$0	No Funding Required	District CRT Principal Teachers

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will be trained int eh Peer Observer model as required by KDE and District CEP.	Professional Learning	05/01/2014	06/01/2016	$0	No Funding Required	Teachers

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by 06/01/2017 as measured by new state-wide Professional Growth Evaluation System (PGES)..

Strategy 1:

EDS Module - Principals will increase his/her professional practice by completing the EDS module and implementing PPGES through district CEP guidelines.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	Principals completed and passed training through TeachScape and have been invovled in monthly PLC District Training to better understand and implement EDS as evaluators for teachers and also for their own evaluation purposes.	May 06, 2015	Mrs. Shari Alexander

Activity - EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will participate in a PLC to fully study and implement EDS modules and pilot with 2 teachers in his building.	Professional Learning	06/01/2013	05/30/2017	$400	Other	District Staff, Principal

Status	Progress Notes	Created On	Created By
In Progress	Professional practice and understanding will continue to increase and improve through summer professional development.	May 22, 2014	Mr. Anthony Frazier

Strategy 2:

Professional Learning - Principal will participate in a variety of professional development activities

Category: Professional Learning & Support

Activity - Additional Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Leading to Learn Grant and PPGP growth opportunities offered through GRREC, Visible Learning, KASA and ISLN, administrators will have the chance to continue professional learning and share the information at monthly instructional meetings for administrators.	Professional Learning	05/31/2014	05/31/2016	$0	No Funding Required	Principal, Director of Instruction

Goal 5: Program Review Goal-The Program Reviews will show a 10% increase in overall score at North Jackson Elementary.

Status	Progress Notes	Created On	Created By
N/A	KPrep results will be reviewed to determine if the 10% growth objective for Program Reviews has been met.	May 06, 2015	Mrs. Shari Alexander

Measurable Objective 1:

collaborate to increase the overall Program Review score by 10% by 05/30/2014 as measured by the Program Review for Unbridled Learning.

Strategy 1:

Program Review Initiative - Based on 2011-2012 Program Reviews, areas for improvement were identified and activities were written to address the identified areas of weakness.

Category:

Activity - Program Review Curriculum Alignment and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the upcoming school year, all teachers worked to identify gaps in PL/VS, writing, and AH. Once these were identified, special area teachers in PE, arts/humanities, etc. met from across the district to review findings and align our district curriculum to meet the standards and also identified areas of grade level integration in order to infurse the program review content areas into all parts of the curriculum. This information was shared during summer Power Sessions with grade level teachers in order that they align their curriculum accordingly.	Academic Support Program	08/06/2012	05/31/2017	$0	No Funding Required	Instructional Staff/Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers attend District Power Sessions and will continue to work in school level PLC Program Review teams to identify gaps in order to make necessary changes.	May 22, 2014	Mr. Anthony Frazier

Activity - BC Health/Wellness Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BC Health/Wellness will be expanded to include instruction on the "We Can" program in order to promote a healthy living lifestyle which includes proper diet and exercise. Students and staff will be recognized and rewarded for their efforts to promote and improve by reaching or exceeding their goals.	Behavioral Support Program	08/05/2013	05/31/2017	$0	No Funding Required	Instructional staff/Administration

Status	Progress Notes	Created On	Created By
In Progress	All staff will participate in the Health and Wealthness PD during summer training sessions.	May 22, 2014	Mr. Anthony Frazier

Goal 6: North Jackson Elementary will reduce the number of novice students.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students in all schools by 50% by 11/30/2021 as measured by Spring KPREP data.

Strategy 1:

School Data Leadership Team - Following district training, our school will begin collaborative work to understand relevant state and local data points and how this data applies to the novice reduction goal.

Category: Continuous Improvement

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership team to participate in district supported trainings.	Policy and Process, Academic Support Program	11/23/2015	11/30/2016	$0	No Funding Required	Principal or designees

Activity - Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction	Professional Learning	11/23/2015	11/30/2017	$0	No Funding Required	Principal, Data Team

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within school level PLCs, teachers will use the DATA Analysis Protocol to analyze the student level data related to delivery targets in school report card.	Professional Learning	11/23/2015	11/30/2017	$0	No Funding Required	Principal, Data Team, PLC groups

Activity - DATA walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NJE will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	Principal, BAC, Assistant Principal

Activity - Student Ownership of DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NJE will work with students to compile data notebooks so they reflect on their individual learning results and progress according to the varied assessment.	Academic Support Program	11/23/2015	11/30/2017	$0	No Funding Required	principal, classroom teacher

Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leadership Data Team will provide staff with a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Academic Support Program	11/23/2015	10/31/2017	$100	General Fund	Data Team, Principal or designee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Leadership Nights	North Jackson staff and students will host Family Leadership Nights during the school year to encourage parent involvement in their child's education and promote greater understanding of the Leader in Me program and well as showcase the leadership skills of our students during the event.	Community Engagement	08/05/2013	05/31/2017	$250	Instructional Staff/Administration
Leader in Me	Staff will review the progress of the Leader in Me implementation. Electronic Lighthouse Binder will reflect and track implementation of Leader in Me in order to achieve "Lighthouse Status."	Professional Learning	08/05/2013	05/17/2017	$4000	Instructional staff/Leadership team/Principal
8 Habits	The instructional staff will also improve involvement opportunities with community and parents to educate them on the 8 Habits.	Parent Involvement	07/02/2012	05/17/2017	$250	Instructional staff/Principal
				Total	$4500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Ownership of DATA	NJE will work with students to compile data notebooks so they reflect on their individual learning results and progress according to the varied assessment.	Academic Support Program	11/23/2015	11/30/2017	$0	principal, classroom teacher
Grade Level Instruction	ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0	ECE teachers, classroom teachers

Data Analysis	PLC's and S-TEAM will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP in the areas of math and reading. ECE students will be assessed using AIMS Web 3 times a year as well as K-s. 2-6 will be assesse3d using MAP 3 times a year. All students K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS wen benchmarks and probes. Tier II students will be progressed monitored twice monthly and Tier III students will be progress monitored weekly. ECE students will be progress monitored weekly and meet monthly at PLC meetings.	Academic Support Program	08/10/2015	05/31/2017	$0	Instructional staff
Brigance Assessment	Brigance Assessment	Direct Instruction	08/13/2012	05/31/2017	$0	District Support Staff Kindergarten Teachers
Progress Monitoring	ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0	ECE teacher
Team Training	The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction	Professional Learning	11/23/2015	11/30/2017	$0	Principal, Data Team
School Data Leadership Team	Administrator will work with District Data Liaison to create a School Data Leadership team to participate in district supported trainings.	Policy and Process, Academic Support Program	11/23/2015	11/30/2016	$0	Principal or designees
BC Health/Wellness Initiative	BC Health/Wellness will be expanded to include instruction on the "We Can" program in order to promote a healthy living lifestyle which includes proper diet and exercise. Students and staff will be recognized and rewarded for their efforts to promote and improve by reaching or exceeding their goals.	Behavioral Support Program	08/05/2013	05/31/2017	$0	Instructional staff/Administration
PLCs	Within school level PLCs, teachers will use the DATA Analysis Protocol to analyze the student level data related to delivery targets in school report card.	Professional Learning	11/23/2015	11/30/2017	$0	Principal, Data Team, PLC groups
Cut Scores	ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0	ECE teacher
Data Notebooks for ECE Students	ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0	ECE teachers

Program Review Curriculum Alignment and Monitoring	During the upcoming school year, all teachers worked to identify gaps in PL/VS, writing, and AH. Once these were identified, special area teachers in PE, arts/humanities, etc. met from across the district to review findings and align our district curriculum to meet the standards and also identified areas of grade level integration in order to infurse the program review content areas into all parts of the curriculum. This information was shared during summer Power Sessions with grade level teachers in order that they align their curriculum accordingly.	Academic Support Program	08/06/2012	05/31/2017	$0	Instructional Staff/Administration
Instructional Rounds	ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0	ECE teacher
DATA walls	NJE will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Academic Support Program	11/23/2015	11/30/2017	$0	Principal, BAC, Assistant Principal
Accommodations Pairing	Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0	ECE teacher, BAC, regular teacher
WIG Celebration	On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0	Leadership and Instructional Staff
Common Planning	Common planning meetings held on a regular basis with administration and district CRT to focus on self-reflection, PGG and SGG.	Professional Learning	06/01/2014	06/01/2016	$0	District CRT Principal Teachers
Peer Observer Training	All certified staff will be trained int eh Peer Observer model as required by KDE and District CEP.	Professional Learning	05/01/2014	06/01/2016	$0	Teachers
Additional Professional Support	Through the Leading to Learn Grant and PPGP growth opportunities offered through GRREC, Visible Learning, KASA and ISLN, administrators will have the chance to continue professional learning and share the information at monthly instructional meetings for administrators.	Professional Learning	05/31/2014	05/31/2016	$0	Principal, Director of Instruction
PLC Data Analysis	PLC's will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP (Measures of Academic Progress) in the areas of math and reading. All students in K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS web benchmarks and probes. Tier II students will be progress monitored twice monthly and Tier III students will be progress monitored weekly.	Academic Support Program	08/05/2013	05/31/2017	$0	Instructional Staff
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS PD	Professional development will include PBIS. Staff will work towards decreasing misbehavior problems and improve school culture and climate.	Behavioral Support Program	07/02/2012	05/31/2017	$500	Principal
College and Career Readiness	During the school year, each grade level will visit a Kentucky college and/or career site to gain insight and understanding regarding the importance of education for future success and also begin student discussions and research around possible career choices based on interests and ability.	Academic Support Program	08/06/2012	05/31/2017	$5000	Instructional Staff/Administration
Common Core Standards Training	Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	$500	Counselor/Principal
STEAM Leadership Plan Initiative	The NJE staff will insure the progress of the STEAM Leadership Plan implementation. The plan includes the research and development phase which will lay the foundation for complete implementation.	Academic Support Program	05/30/2014	05/30/2017	$1000	Instructional Staff/Leadership Team/Principal
Vertical Alignment	The instructional staff will meet to analyze and vertically align content to avoid overlapping through the use of PLC's.	Professional Learning	07/02/2012	05/31/2017	$300	Instructional Staff
				Total	$7300	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Retreat	The School Leadership Data Team will provide staff with a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Academic Support Program	11/23/2015	10/31/2017	$100	Data Team, Principal or designee
				Total	$100	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI like services	ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0	Principal, BAC, RTI coordinator, ECE teacher
				Total	$0	

Other

KDE Comprehensive School Improvement Plan

North Jackson Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Lab	Hands-on activities utilizing inquiry.	Academic Support Program	07/02/2012	05/31/2017	$1500	Science Lab Teacher/Principal
Professional Development	Awareness and training for teachers will occur throughout the school year and summer professional development will include training through KDE support materials.	Professional Learning	08/07/2013	05/30/2017	$0	District CRT, Principal and other district staff
EDS Module	Principals will participate in a PLC to fully study and implement EDS modules and pilot with 2 teachers in his building.	Professional Learning	06/01/2013	05/30/2017	$400	District Staff, Principal
FRC Collaboration	Family Resource will distribute a monthly newsletter to all stakeholders.	Parent Involvement	08/04/2014	05/17/2017	$500	FRC/Principal
				Total	$2400	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Assistant	Through ESS Daytime Waiver funds a full time classified assistant will be hired to provide RTI services to our identified students in the areas of reading, math and writing.	Academic Support Program	08/03/2015	05/27/2016	$16000	District and School Level Administration
RTA Lab	Students identified as needing additional support in the area of reading will participate in the RTA grant program for grades K-3. Through school level funds, a certified teacher will be selected to service the needs of our students in grades 4-6 who qualify for Tier 2 and/or 3 of RTI.	Academic Support Program	08/01/2014	05/30/2017	$0	Principal/Support Staff/RTA Teacher/RTI Intermediate Teacher
21st Century Progress Monitoring	21st Century will analyze and report student success related to participation in the program through analysis of MAP assessment data and classroom progress.	Academic Support Program	05/30/2014	06/30/2017	$150000	21st Century Coordinator/Principal
				Total	$166000	

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?

Questions to answer:

-Content areas of weakness based on multiple forms of student performance data

-Performance of gap population in relation to other students

Data Conclusions:

-Overall, students are performing extremely well in social studies and better in math than reading

-Staff, parents and students feel safe in our school based on the most recent TELL survey results

-Intentional focus around moving more student to distinguished in order to increase growth points as well as student achievement

-Few students scoring at the novice level

Data Still Needed:

-Having information available from KPrep regarding the specific strands tested within a content area would allow us to better compare our KPrep performance to our MAP assessment data to utilize both more effectively during our PLC Data Team meetings

Areas of Strengths

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

Areas of Strength:

-Implementation of the Leader in Me process has drastically reduced our number of office referrals

-Newly developed school RTI plan with assessment data included in data binders per teacher will help us better monitor progress of our gap populations (ECE and F/R)

-Leadership is seen as positive and supportive

How will we sustain:

-School level PLC's will continue to review assessment data and track through data binders

-Teachers will continue to be part of the overall decision making in all areas of our school

-Parents and students will also be involved in decision making

-Allowing students to serve in school wide leadership roles and recognizing them for displaying Leader in Me initiatives will continue to promote active learning and participation

Celebrations:

-Distinguished School Rating

-Honorable Mention TELL Survey recognition (twice)

-Lighthouse School for Leader in Me implementation

Opportunities for Improvement

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

Our data continues to support the need to decrease the learning gaps for our students, even though growth is evident. Our gap populations (ECE and F/R) are our primary focus area for our needs improvement.

We have identified the current performance level of every student in our school and monitor their progress through data binders. We have also identified any student falling into our gap group for additional progress monitoring if needed.

Performance data and goal setting are part of our learning process; therefore, students are involved in understanding their current level and setting goals to reach the next level of achievement on MAP, KPrep, AIMS Web, etc.

Conclusion

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

-Continue to review our data through PLC's and monitor student growth while doing so

-Continue utilizng Hattie's Visible Learning to inform students regarding their current level of performance and share the expectations

necessary to move to the next level of achievement

-Continue to work with GRREC through various components of the Leading to Learn initiative

-PLC work will continue to be shared with SBDM council members for input and suggestions

-Our overall next step focuses around improving our combined reading score and reducing our percent novice for our ECE and F/R gap

populations

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:

Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.

Measurable Objective 1:

collaborate to decrease the percentage ECE students performing in the novice range in reading from ___ in 2015 to ___ in 2017 and in math from __in 2015 to ___in 2017 by 11/30/2017 as measured by Spring KPREP data.

Strategy1:

ECE Focus - Specific activities and strategies will be used for continuous improvement and upward movement of ECE population.

Category: Continuous Improvement

Research Cited:

Activity - Cut Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - RTI like services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0 - IDEA	Principal, BAC, RTI coordinator, ECE teacher

Activity - Data Notebooks for ECE Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Accommodations Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0 - No Funding Required	ECE teacher, BAC, regular teacher

Activity - Grade Level Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0 - No Funding Required	ECE teachers, classroom teachers

Measurable Objective 2:

collaborate to decrease the overall achievement gap at North Jackson Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 59.2% by 05/27/2016 as measured by K-Prep scores.

Strategy1:

ESS Daytime - ESS Daytime Waiver funds will be secured to hire a full time classified assistant to provide services for our identified GAP population in the areas of reading, math, and/or writing.

Category: Other - ESS Daytime Waiver Funding

Research Cited:

Activity - ESS Daytime Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through ESS Daytime Waiver funds a full time classified assistant will be hired to provide RTI services to our identified students in the areas of reading, math and writing.	Academic Support Program	08/03/2015	05/27/2016	$16000 - Grant Funds	District and School Level Administration

Strategy2:

Collaboration with 21st Century - Collaboration between 21st century to improve student achievement through STEAM related opportunities

which include but not limited to: tutoring sessions, after school extra-curricular opportunities, and educational trips throughout the community

tied to college and career readiness.

Category:

Research Cited:

Activity - 21st Century Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century will analyze and report student success related to participation in the program through analysis of MAP assessment data and classroom progress.	Academic Support Program	05/30/2014	06/30/2017	$150000 - Grant Funds	21st Century Coordinator/Principal

Strategy3:

Collaboration with FRC to improve parent involvement - FRC will include parent communication, home visits as needed, newsletter and

assessment needs survey.

Category:

Research Cited: Needs Assessment

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource will distribute a monthly newsletter to all stakeholders.	Parent Involvement	08/04/2014	05/17/2017	$500 - Other	FRC/Principal

Strategy4:

RTA Grant - RTA Grant funds will be utilized to improve reading instruction in grades K-3. Data will be used to identify students for the

program and students performing in Tier II and Tier III of RTI will be progress monitored using AIMS web benchmarks and probes.

Category:

Research Cited:

Activity - RTA Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing additional support in the area of reading will participate in the RTA grant program for grades K-3. Through school level funds, a certified teacher will be selected to service the needs of our students in grades 4-6 who qualify for Tier 2 and/or 3 of RTI.	Academic Support Program	08/01/2014	05/30/2017	$0 - Grant Funds	Principal/Support Staff/RTA Teacher/RTI Intermediate Teacher

Goal 2:

K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 69.2 at North Jackson Elementary School by 05/27/2016

as measured by K-Prep scores.

Strategy1:

Curriculum & Assessment Alignment - Grade level teams will meet monthly to address common core standards gaps or overlapping.

Category:

Research Cited: Vertical Alignment

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will meet to analyze and vertically align content to avoid overlapping through the use of PLC's.	Professional Learning	07/02/2012	05/31/2017	$300 - School Council Funds	Instructional Staff

Activity - Science Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hands-on activities utilizing inquiry.	Academic Support Program	07/02/2012	05/31/2017	$1500 - Other	Science Lab Teacher/Principal

Activity - Common Core Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	$500 - School Council Funds	Counselor/Principal

Strategy2:

STEAM Initiative - Initial implementation and creation of the STEAM Leadership Plan at NJE will continue to expand.

Category:

Research Cited:

Activity - STEAM Leadership Plan Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NJE staff will insure the progress of the STEAM Leadership Plan implementation. The plan includes the research and development phase which will lay the foundation for complete implementation.	Academic Support Program	05/30/2014	05/30/2017	$1000 - School Council Funds	Instructional Staff/Leadership Team/Principal

Strategy3:

School Culture - Parental and community involvement through education of the Eight Habits.

Category:

Research Cited: Stephen Covey's 8 Habits of Happy Kids

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, each grade level will visit a Kentucky college and/or career site to gain insight and understanding regarding the importance of education for future success and also begin student discussions and research around possible career choices based on interests and ability.	Academic Support Program	08/06/2012	05/31/2017	$5000 - School Council Funds	Instructional Staff/Administration

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review the progress of the Leader in Me implementation. Electronic Lighthouse Binder will reflect and track implementation of Leader in Me in order to achieve "Lighthouse Status."	Professional Learning	08/05/2013	05/17/2017	$4000 - Annual Giving Fund	Instructional staff/Leadership team/Principal

Activity - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will also improve involvement opportunities with community and parents to educate them on the 8 Habits.	Parent Involvement	07/02/2012	05/17/2017	$250 - Annual Giving Fund	Instructional staff/Principal

Activity - Parent Leadership Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Jackson staff and students will host Family Leadership Nights during the school year to encourage parent involvement in their child's education and promote greater understanding of the Leader in Me program and well as showcase the leadership skills of our students during the event.	Community Engagement	08/05/2013	05/31/2017	$250 - Annual Giving Fund	Instructional Staff/Administration

Strategy4:

Reading "WIG" - Best Practice, Progress Monitoring: One key indicator in increasing proficiency is the amount of time students spend reading outside of the instructional day. In order to promote reading, students will commit to reaching their reading goal outside the school day which includes before and after school hours, weekends as well as recess time. Students who reach their goal will be recognized and rewarded for their accomplishment.

Category: Continuous Improvement

Research Cited: Instructional Staff and Leadership

Activity - WIG Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0 - No Funding Required	Leadership and Instructional Staff

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

Goal 1:

Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.

Measurable Objective 1:

collaborate to decrease the percentage ECE students performing in the novice range in reading from ___ in 2015 to ___ in 2017 and in math from ___ in 2015 to ___ in 2017 by 11/30/2017 as measured by Spring KPREP data.

Strategy1:

ECE Focus - Specific activities and strategies will be used for continuous improvement and upward movement of ECE population.

Category: Continuous Improvement

Research Cited:

Activity - Data Notebooks for ECE Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teachers

Activity - RTI like services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0 - IDEA	Principal, BAC, RTI coordinator, ECE teacher

Activity - Accommodations Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0 - No Funding Required	ECE teacher, BAC, regular teacher

Activity - Grade Level Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0 - No Funding Required	ECE teachers, classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Cut Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Measurable Objective 2:

collaborate to decrease the overall achievement gap at North Jackson Elementary School by increasing the average combined reading and

math proficiency ratings for all students in the non-duplicated gap group to 59.2% by 05/27/2016 as measured by K-Prep scores.

Strategy1:

Data Analysis - K-Prep data will be analyzed by instructional staff to identify achievement gap and growth.

Category:

Research Cited: Data Analysis

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's and S-TEAM will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP in the areas of math and reading. ECE students will be assessed using AIMS Web 3 times a year as well as K-s. 2-6 will be assesse3d using MAP 3 times a year. All students K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS wen benchmarks and probes. Tier II students will be progressed monitored twice monthly and Tier III students will be progress monitored weekly. ECE students will be progress monitored weekly and meet monthly at PLC meetings.	Academic Support Program	08/10/2015	05/31/2017	$0 - No Funding Required	Instructional staff

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP (Measures of Academic Progress) in the areas of math and reading. All students in K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS web benchmarks and probes. Tier II students will be progress monitored twice monthly and Tier III students will be progress monitored weekly.	Academic Support Program	08/05/2013	05/31/2017	$0 - No Funding Required	Instructional Staff

Strategy2:

ESS Daytime - ESS Daytime Waiver funds will be secured to hire a full time classified assistant to provide services for our identified GAP

population in the areas of reading, math, and/or writing.

Category: Other - ESS Daytime Waiver Funding

Research Cited:

Activity - ESS Daytime Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through ESS Daytime Waiver funds a full time classified assistant will be hired to provide RTI services to our identified students in the areas of reading, math and writing.	Academic Support Program	08/03/2015	05/27/2016	$16000 - Grant Funds	District and School Level Administration

Strategy3:

Professional Development - Teachers will continue to complete professional development in PBIS as well as bi-monthly meetings to address

school-wide concerns or issues.

Category:

Research Cited: PBIS

Activity - PBIS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will include PBIS. Staff will work towards decreasing misbehavior problems and improve school culture and climate.	Behavioral Support Program	07/02/2012	05/31/2017	$500 - School Council Funds	Principal

Strategy4:

RTA Grant - RTA Grant funds will be utilized to improve reading instruction in grades K-3. Data will be used to identify students for the

program and students performing in Tier II and Tier III of RTI will be progress monitored using AIMS web benchmarks and probes.

Category:

Research Cited:

Activity - RTA Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing additional support in the area of reading will participate in the RTA grant program for grades K-3. Through school level funds, a certified teacher will be selected to service the needs of our students in grades 4-6 who qualify for Tier 2 and/or 3 of RTI.	Academic Support Program	08/01/2014	05/30/2017	$0 - Grant Funds	Principal/Support Staff/RTA Teacher/RTI Intermediate Teacher

Strategy5:

Collaboration with FRC to improve parent involvement - FRC will include parent communication, home visits as needed, newsletter and

assessment needs survey.

Category:

Research Cited: Needs Assessment

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource will distribute a monthly newsletter to all stakeholders.	Parent Involvement	08/04/2014	05/17/2017	$500 - Other	FRC/Principal

Strategy6:

Collaboration with 21st Century - Collaboration between 21st century to improve student achievement through STEAM related opportunities

which include but not limited to: tutoring sessions, after school extra-curricular opportunities, and educational trips throughout the community

tied to college and career readiness.

Category:

Research Cited:

Activity - 21st Century Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century will analyze and report student success related to participation in the program through analysis of MAP assessment data and classroom progress.	Academic Support Program	05/30/2014	06/30/2017	$150000 - Grant Funds	21st Century Coordinator/Principal

Goal 2:

K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 69.2 at North Jackson Elementary School by 05/27/2016

as measured by K-Prep scores.

Strategy1:

School Culture - Parental and community involvement through education of the Eight Habits.

Category:

Research Cited: Stephen Covey's 8 Habits of Happy Kids

Activity - Parent Leadership Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Jackson staff and students will host Family Leadership Nights during the school year to encourage parent involvement in their child's education and promote greater understanding of the Leader in Me program and well as showcase the leadership skills of our students during the event.	Community Engagement	08/05/2013	05/31/2017	$250 - Annual Giving Fund	Instructional Staff/Administration

Activity - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will also improve involvement opportunities with community and parents to educate them on the 8 Habits.	Parent Involvement	07/02/2012	05/17/2017	$250 - Annual Giving Fund	Instructional staff/Principal

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review the progress of the Leader in Me implementation. Electronic Lighthouse Binder will reflect and track implementation of Leader in Me in order to achieve "Lighthouse Status."	Professional Learning	08/05/2013	05/17/2017	$4000 - Annual Giving Fund	Instructional staff/Leadership team/Principal

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, each grade level will visit a Kentucky college and/or career site to gain insight and understanding regarding the importance of education for future success and also begin student discussions and research around possible career choices based on interests and ability.	Academic Support Program	08/06/2012	05/31/2017	$5000 - School Council Funds	Instructional Staff/Administration

Strategy2:

STEAM Initiative - Initial implementation and creation of the STEAM Leadership Plan at NJE will continue to expand.

Category:

Research Cited:

Activity - STEAM Leadership Plan Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NJE staff will insure the progress of the STEAM Leadership Plan implementation. The plan includes the research and development phase which will lay the foundation for complete implementation.	Academic Support Program	05/30/2014	05/30/2017	$1000 - School Council Funds	Instructional Staff/Leadership Team/Principal

Strategy3:

Curriculum & Assessment Alignment - Grade level teams will meet monthly to address common core standards gaps or overlapping.

Category:

Research Cited: Vertical Alignment

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will meet to analyze and vertically align content to avoid overlapping through the use of PLC's.	Professional Learning	07/02/2012	05/31/2017	$300 - School Council Funds	Instructional Staff

Activity - Common Core Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	$500 - School Council Funds	Counselor/Principal

Activity - Science Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hands-on activities utilizing inquiry.	Academic Support Program	07/02/2012	05/31/2017	$1500 - Other	Science Lab Teacher/Principal

Strategy4:

Reading "WIG" - Best Practice, Progress Monitoring: One key indicator in increasing proficiency is the amount of time students spend reading outside of the instructional day. In order to promote reading, students will commit to reaching their reading goal outside the school day which includes before and after school hours, weekends as well as recess time. Students who reach their goal will be recognized and rewarded for their accomplishment.

Category: Continuous Improvement

Research Cited: Instructional Staff and Leadership

Activity - WIG Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0 - No Funding Required	Leadership and Instructional Staff

Goal 3:

North Jackson Elementary will reduce the number of novice students.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students in all schools by 50% by 11/30/2021 as measured by Spring KPREP data.

Strategy1:

School Data Leadership Team - Following district training, our school will begin collaborative work to understand relevant state and local data points and how this data applies to the novice reduction goal.

Category: Continuous Improvement

Research Cited:

Activity - Student Ownership of DATA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NJE will work with students to compile data notebooks so they reflect on their individual learning results and progress according to the varied assessment.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	principal, classroom teacher

Activity - DATA walls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NJE will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, BAC, Assistant Principal

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Leadership Data Team will provide staff with a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Academic Support Program	11/23/2015	10/31/2017	$100 - General Fund	Data Team, Principal or designee

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership team to participate in district supported trainings.	Policy and Process Academic Support Program	11/23/2015	11/30/2016	$0 - No Funding Required	Principal or designees

Activity - Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction	Professional Learning	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, Data Team

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within school level PLCs, teachers will use the DATA Analysis Protocol to analyze the student level data related to delivery targets in school report card.	Professional Learning	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, Data Team, PLC groups

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

Goal 1:

Kindergarten Readiness: All Kindergarten students at North Jackson Elementary School will be Kindergarten ready as demonstrated through the Brigance Assessment.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency in Kindergarten readiness based on Common Core State Standards. in English Language Arts by 05/31/2015 as measured by the results of the Brigance Assessment..

Strategy1:

Best Practice, Progress Monitoring - Students will be given the Brigance at the beginning of the school year. Research based instruction with Common Core State Standards will be delivered throughout the year by teachers. Results regarding percentage of students ready, not ready and ready with enrichments will be compared from year to year.

Category: Continuous Improvement

Research Cited: Research based KDE recommended Brigance Assessment

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Brigance Assessment	Direct Instruction	08/13/2012	05/31/2017	$0 - No Funding Required	District Support Staff Kindergarten Teachers

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

Goal 1:

Kindergarten Readiness: All Kindergarten students at North Jackson Elementary School will be Kindergarten ready as demonstrated through the Brigance Assessment.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency in Kindergarten readiness based on Common Core State Standards. in English Language Arts by 05/31/2015 as measured by the results of the Brigance Assessment..

Strategy1:

Best Practice, Progress Monitoring - Students will be given the Brigance at the beginning of the school year. Research based instruction with Common Core State Standards will be delivered throughout the year by teachers. Results regarding percentage of students ready, not ready and ready with enrichments will be compared from year to year.

Category: Continuous Improvement

Research Cited: Research based KDE recommended Brigance Assessment

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Brigance Assessment	Direct Instruction	08/13/2012	05/31/2017	$0 - No Funding Required	District Support Staff Kindergarten Teachers

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

Goal 1:

Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at North Jackson Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 59.2% by 05/27/2016 as measured by K-Prep scores.

Strategy1:

Collaboration with FRC to improve parent involvement - FRC will include parent communication, home visits as needed, newsletter and assessment needs survey.

Category:

Research Cited: Needs Assessment

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource will distribute a monthly newsletter to all stakeholders.	Parent Involvement	08/04/2014	05/17/2017	$500 - Other	FRC/Principal

Strategy2:

Professional Development - Teachers will continue to complete professional development in PBIS as well as bi-monthly meetings to address school-wide concerns or issues.

Category:

Research Cited: PBIS

Activity - PBIS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will include PBIS. Staff will work towards decreasing misbehavior problems and improve school culture and climate.	Behavioral Support Program	07/02/2012	05/31/2017	$500 - School Council Funds	Principal

Strategy3:

Collaboration with 21st Century - Collaboration between 21st century to improve student achievement through STEAM related opportunities

which include but not limited to: tutoring sessions, after school extra-curricular opportunities, and educational trips throughout the community

tied to college and career readiness.

Category:

Research Cited:

Activity - 21st Century Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century will analyze and report student success related to participation in the program through analysis of MAP assessment data and classroom progress.	Academic Support Program	05/30/2014	06/30/2017	$150000 - Grant Funds	21st Century Coordinator/Principal

Strategy4:

RTA Grant - RTA Grant funds will be utilized to improve reading instruction in grades K-3. Data will be used to identify students for the

program and students performing in Tier II and Tier III of RTI will be progress monitored using AIMS web benchmarks and probes.

Category:

Research Cited:

Activity - RTA Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing additional support in the area of reading will participate in the RTA grant program for grades K-3. Through school level funds, a certified teacher will be selected to service the needs of our students in grades 4-6 who qualify for Tier 2 and/or 3 of RTI.	Academic Support Program	08/01/2014	05/30/2017	$0 - Grant Funds	Principal/Support Staff/RTA Teacher/RTI Intermediate Teacher

Strategy5:

ESS Daytime - ESS Daytime Waiver funds will be secured to hire a full time classified assistant to provide services for our identified GAP

population in the areas of reading, math, and/or writing.

Category: Other - ESS Daytime Waiver Funding

Research Cited:

Activity - ESS Daytime Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through ESS Daytime Waiver funds a full time classified assistant will be hired to provide RTI services to our identified students in the areas of reading, math and writing.	Academic Support Program	08/03/2015	05/27/2016	$16000 - Grant Funds	District and School Level Administration

Strategy6:

Data Analysis - K-Prep data will be analyzed by instructional staff to identify achievement gap and growth.

Category:

Research Cited: Data Analysis

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's and S-TEAM will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP in the areas of math and reading. ECE students will be assessed using AIMS Web 3 times a year as well as K-s. 2-6 will be assesse3d using MAP 3 times a year. All students K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS wen benchmarks and probes. Tier II students will be progressed monitored twice monthly and Tier III students will be progress monitored weekly. ECE students will be progress monitored weekly and meet monthly at PLC meetings.	Academic Support Program	08/10/2015	05/31/2017	$0 - No Funding Required	Instructional staff

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will use data to improve instruction and build consistency through writing, reading and math. Data will be gathered from various assessments throughout the year. Students will be assessed using MAP (Measures of Academic Progress) in the areas of math and reading. All students in K-1 will be given the AIMS web benchmark exam. Students in Tier II and III will be progress monitored using AIMS web benchmarks and probes. Tier II students will be progress monitored twice monthly and Tier III students will be progress monitored weekly.	Academic Support Program	08/05/2013	05/31/2017	$0 - No Funding Required	Instructional Staff

Measurable Objective 2:

collaborate to decrease the percentage ECE students performing in the novice range in reading from ___ in 2015 to ___ in 2017 and in math from __in 2015 to ___in 2017 by 11/30/2017 as measured by Spring KPREP data.

Strategy1:

ECE Focus - Specific activities and strategies will be used for continuous improvement and upward movement of ECE population.

Category: Continuous Improvement

Research Cited:

Activity - Accommodations Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0 - No Funding Required	ECE teacher, BAC, regular teacher

Activity - Data Notebooks for ECE Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teachers

Activity - RTI like services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0 - IDEA	Principal, BAC, RTI coordinator, ECE teacher

Activity - Cut Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Grade Level Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0 - No Funding Required	ECE teachers, classroom teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Goal 2:

K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 69.2 at North Jackson Elementary School by 05/27/2016

as measured by K-Prep scores.

Strategy1:

Curriculum & Assessment Alignment - Grade level teams will meet monthly to address common core standards gaps or overlapping.

Category:

Research Cited: Vertical Alignment

Activity - Common Core Standards Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	$500 - School Council Funds	Counselor/Principal

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will meet to analyze and vertically align content to avoid overlapping through the use of PLC's.	Professional Learning	07/02/2012	05/31/2017	$300 - School Council Funds	Instructional Staff

Activity - Science Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hands-on activities utilizing inquiry.	Academic Support Program	07/02/2012	05/31/2017	$1500 - Other	Science Lab Teacher/Principal

Strategy2:

STEAM Initiative - Initial implementation and creation of the STEAM Leadership Plan at NJE will continue to expand.

Category:

Research Cited:

Activity - STEAM Leadership Plan Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The NJE staff will insure the progress of the STEAM Leadership Plan implementation. The plan includes the research and development phase which will lay the foundation for complete implementation.	Academic Support Program	05/30/2014	05/30/2017	$1000 - School Council Funds	Instructional Staff/Leadership Team/Principal

Strategy3:

School Culture - Parental and community involvement through education of the Eight Habits.

Category:

Research Cited: Stephen Covey's 8 Habits of Happy Kids

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review the progress of the Leader in Me implementation. Electronic Lighthouse Binder will reflect and track implementation of Leader in Me in order to achieve "Lighthouse Status."	Professional Learning	08/05/2013	05/17/2017	$4000 - Annual Giving Fund	Instructional staff/Leadership team/Principal

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, each grade level will visit a Kentucky college and/or career site to gain insight and understanding regarding the importance of education for future success and also begin student discussions and research around possible career choices based on interests and ability.	Academic Support Program	08/06/2012	05/31/2017	$5000 - School Council Funds	Instructional Staff/Administration

Activity - Parent Leadership Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Jackson staff and students will host Family Leadership Nights during the school year to encourage parent involvement in their child's education and promote greater understanding of the Leader in Me program and well as showcase the leadership skills of our students during the event.	Community Engagement	08/05/2013	05/31/2017	$250 - Annual Giving Fund	Instructional Staff/Administration

Activity - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will also improve involvement opportunities with community and parents to educate them on the 8 Habits.	Parent Involvement	07/02/2012	05/17/2017	$250 - Annual Giving Fund	Instructional staff/Principal

Strategy4:

Reading "WIG" - Best Practice, Progress Monitoring: One key indicator in increasing proficiency is the amount of time students spend reading outside of the instructional day. In order to promote reading, students will commit to reaching their reading goal outside the school day which includes before and after school hours, weekends as well as recess time. Students who reach their goal will be recognized and rewarded for their accomplishment.

Category: Continuous Improvement

Research Cited: Instructional Staff and Leadership

Activity - WIG Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0 - No Funding Required	Leadership and Instructional Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated Gap Group to 74.5 in 2019.

Measurable Objective 1:

collaborate to decrease the percentage ECE students performing in the novice range in reading from ___ in 2015 to ___ in 2017 and in math from __in 2015 to ___in 2017 by 11/30/2017 as measured by Spring KPREP data.

Strategy1:

ECE Focus - Specific activities and strategies will be used for continuous improvement and upward movement of ECE population.

Category: Continuous Improvement

Research Cited:

Activity - Accommodations Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accommodation will be provided according to IEP with teachers/assistants assigned to students with whom they have a rapport.	Academic Support Program	11/23/2015	11/23/2017	$0 - No Funding Required	ECE teacher, BAC, regular teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students'progress will be monitored weekly in reading and math using STAR/AimsWeb and changes made when progress is not being made (3 PTS below). Students not making progress will be discussed at monthly PLCs	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A problem of Practice (POP) will be identified and ECE dept. will conduct walk-throughs/instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - Cut Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teacher will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chance of upward movement.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teacher

Activity - RTI like services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students performing below the 20th percentile according to spring MAP data (when available) will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	$0 - IDEA	Principal, BAC, RTI coordinator, ECE teacher

Activity - Data Notebooks for ECE Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will have understanding of goals based on self analysis of data (IEP progress monitoring, MAP, KPrep etc) through use of student data notebooks.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	ECE teachers

Activity - Grade Level Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2016	$0 - No Funding Required	ECE teachers, classroom teachers

Goal 2:

K-Prep: Increase the average combined reading and math K-Prep scores for elementary students to 80.8% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 69.2 at North Jackson Elementary School by 05/27/2016 as measured by K-Prep scores.

Strategy1:

Reading "WIG" - Best Practice, Progress Monitoring: One key indicator in increasing proficiency is the amount of time students spend reading outside of the instructional day. In order to promote reading, students will commit to reaching their reading goal outside the school day which includes before and after school hours, weekends as well as recess time. Students who reach their goal will be recognized and rewarded for their accomplishment.

Category: Continuous Improvement

Research Cited: Instructional Staff and Leadership

Activity - WIG Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Friday of every month, students meeting their WIG reading goal will be given choices for enrichment opportunities in order to "Sharpen their Saw." Through morning meetings, teachers will continually recognize students who have met their reading goals and student success stories will also be shared in the local newspaper.	Academic Support Program	08/04/2014	05/31/2017	$0 - No Funding Required	Leadership and Instructional Staff

Goal 3:

North Jackson Elementary will reduce the number of novice students.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing

students in all schools by 50% by 11/30/2021 as measured by Spring KPREP data.

Strategy1:

School Data Leadership Team - Following district training, our school will begin collaborative work to understand relevant state and local data

points and how this data applies to the novice reduction goal.

Category: Continuous Improvement

Research Cited:

Activity - DATA walls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NJE will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, BAC, Assistant Principal

Activity - Student Ownership of DATA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NJE will work with students to compile data notebooks so they reflect on their individual learning results and progress according to the varied assessment.	Academic Support Program	11/23/2015	11/30/2017	$0 - No Funding Required	principal, classroom teacher

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within school level PLCs, teachers will use the DATA Analysis Protocol to analyze the student level data related to delivery targets in school report card.	Professional Learning	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, Data Team, PLC groups

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership team to participate in district supported trainings.	Academic Support Program Policy and Process	11/23/2015	11/30/2016	$0 - No Funding Required	Principal or designees

Activity - Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction	Professional Learning	11/23/2015	11/30/2017	$0 - No Funding Required	Principal, Data Team

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Leadership Data Team will provide staff with a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Academic Support Program	11/23/2015	10/31/2017	$100 - General Fund	Data Team, Principal or designee

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Review Goal-The Program Reviews will show a 10% increase in overall score at North Jackson Elementary.

Measurable Objective 1:

collaborate to increase the overall Program Review score by 10% by 05/30/2014 as measured by the Program Review for Unbridled Learning.

Strategy1:

Program Review Initiative - Based on 2011-2012 Program Reviews, areas for improvement were identified and activities were written to address the identified areas of weakness.

Category:

Research Cited:

Activity - BC Health/Wellness Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BC Health/Wellness will be expanded to include instruction on the "We Can" program in order to promote a healthy living lifestyle which includes proper diet and exercise. Students and staff will be recognized and rewarded for their efforts to promote and improve by reaching or exceeding their goals.	Behavioral Support Program	08/05/2013	05/31/2017	$0 - No Funding Required	Instructional staff/Administration

Activity - Program Review Curriculum Alignment and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the upcoming school year, all teachers worked to identify gaps in PL/VS, writing, and AH. Once these were identified, special area teachers in PE, arts/humanities, etc. met from across the district to review findings and align our district curriculum to meet the standards and also identified areas of grade level integration in order to infurse the program review content areas into all parts of the curriculum. This information was shared during summer Power Sessions with grade level teachers in order that they align their curriculum accordingly.	Academic Support Program	08/06/2012	05/31/2017	$0 - No Funding Required	Instructional Staff/Administration

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 level administrators

District Supervisor of Instruction

District Curriculum Resource Teachers

Guidance Counselor

SBDM Council and committees

Director of Special Programs

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: 3.0

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

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

Decision Making

Overall Rating: 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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

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

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

Advocacy

Overall Rating: 3.0

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.17

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

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

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

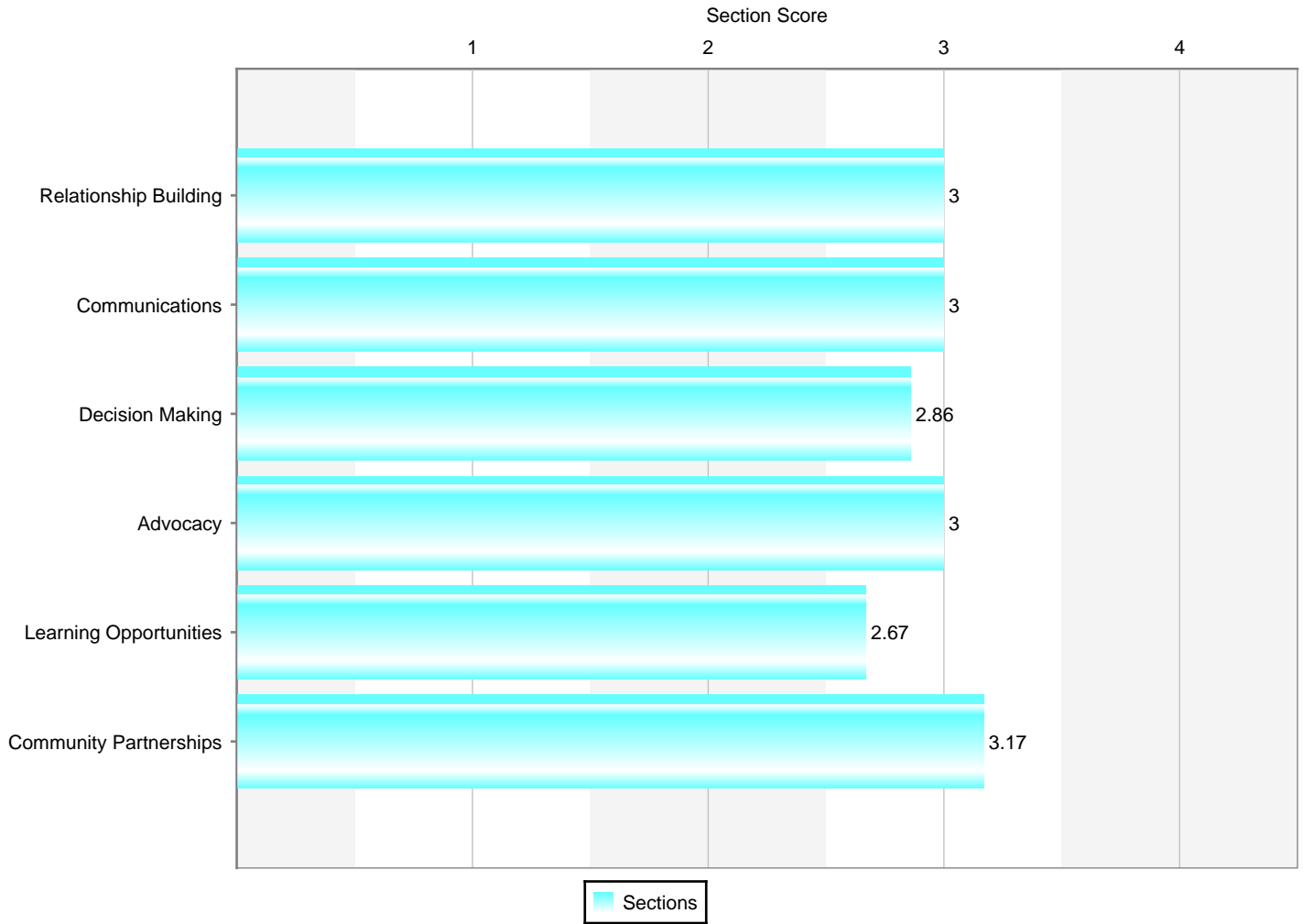|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning 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.

North Jackson Elementary School has twice been recognized for their extremely high TELL Survey Results and were fortunate to win top honors one of those two times. The fact that the staff, parents, community and students have ranked North Jackson high enough for this recognition seems to indicate their efforts and focus toward excellence for all students.

Report Summary

Scores By Section

Section Score

SY 2015-2016

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.

Administrators, certified and classified school level staff, parents, business and community partners as well as district employees were involved in the development of our improvement plan. Through the utilization of needs assessment data gathered from our TELL results as well as student performance data from our KPrep, MAP, Explore, Brigance K, Aims Web, and common assessments, committees and team members compiled results to inform and drive the decision making process.

Based on those findings and the previous needs identified from our CSIP, our new plan began to form. As a school, our data indicated a need to increase student performance in reading at all grade levels. Once this was identified, strategies for this to occur were designed and implemented. This is just one example of how we targeted the needs for improvement for our school and community.

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

-Parents serving on our SBDM council, committees and PTO shared ideas and suggestions regarding ways to continue to improve
-TELL survey results were also analyzed to determine strengths and target weaknesses in order to improve performance
-Teacher and administrator PLC groups reviewed program review results to determine areas of focus in order for growth to occur
-Student assessment results from KPrep, MAP, Explore, common assessments, etc. have been analyzed using the information from summer professional development training on data analysis provided by GRREC
-Community partners share ideas and suggestions during their time working with students in our 21st century after school program

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

CSIP is included on our monthly SBDM agenda and reviewed accordingly. Stakeholders provided input into the development and updates necessary for our plan. NJE Site Based Council approved the final copy of our 2014-15 CSIP during our monthly meeting in December and Barren County Board of Education will also review and adopt our plan during their December meeting. Staff members will receive an updated copy of the newly adopted CSIP.

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	9/16/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/16/13	

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	Originally occurred on Feb. 7, 2013; In August 2014 a second meeting for sharing updated plans was held; Oct. 2015 additional meeting held to review plans. Copies maintained in Central Office.	

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	9/16/13 10/28/15	

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	Plans were reviewed as part of the opening day trainings-August 4-5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local sheriff and fire chief (and staff) have reviewed the EMP Local first responders participate in annual updates	

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	It is our understanding that fire marshals across the state have declined to do this due to liability issues. The local fire chief has worked with school officials to review the safe zones. Review completed in Oct. 2013 and an additional review of new facilities in Aug. 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	District also participates in the Great Central US Shakeout in collaboration with local Emergency Management Director. Participated in Oct. 15, 2015.	

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	The KY Center for School Safety has completed site visits at all Barren County Schools, and we are not starting a second round for analysis and safety planning. District team meet for two additional days with KY Center for School Safety for additional training and review of the district plan in Oct. 2015.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All schools have a file documenting this information. In addition the district office has a file and compiles the progress of each school in completing them.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	District and School Leadership are reminded of the requirement and files are kept at district office.	

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	Review of data was conducted to determine any barriers which exist regarding equitable access for all students in working with the most effective teachers. Results were extremely positive.	

What are the barriers identified?

There were no glaring barriers identified based on school report card data. All classes are taught by highly qualified educators at Red Cross Elementary. There was an average of 15.9 years teaching experience which indicates that new teachers are surrounded by cohorts who can provide support as needed. There were no teachers who are currently working with a provisional certificate only. In order to ensure that our young staff does have access to a support system within the district.

What sources of data were used to determine the barriers?

Principal interview

School and District Report Card-multiple year review

TELL Survey

School Level Surveys

New Teacher Surveys

What are the root causes of those identified barriers?

Younger staff members haven't had the opportunity to be involved in the same level and amount of professional learning as veteran teachers. Therefore designated mentors need to be assigned to these individuals to ensure their understandings and provide additional support beyond the KTIP experience.

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

Since last year was the first full year of PGES, all teachers in their summative cycle met their PGG and SGG. However, not every teacher has gone through a complete cycle so it will be a while before we have complete data. With greater understanding and improvements in the process, we expect to be able to better utilize this data as a reliable resource for evaluating teacher effectiveness and using this tool.

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.

According to the most recent school report card, no teachers are teaching outside of his or her expertise. All students have access to related arts teachers on a weekly basis. Flexible grouping is utilized in the primary program which means that all students are exposed to each teacher at each grade level based on learning needs. Students are randomly assigned to homerooms unless there is a specific issue that requires a specific teacher.

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?

According to our most recent School Report Card all teachers are teaching in their field; therefore, this is not an issue for us. Students are assigned randomly to rooms (unless specific reason for request-see prior response). All teachers are involved in data dissagregation to determine low achieving students.

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

Our district and school level administration participate in the job fairs hosted by WKU at the Glasgow and BG Campus. We are also very fortunate to receive a large number of student teachers within our school since we have a close proximity to WKU Glasgow Campus. For this reason we are able to hire some of the best and brightest the university has to offer. Furthermore, the job fair held at WKU provides the opportunity to meet teachers eager to be hired. School level leadership can ask questions. As part of our ongoing learning and improvement a team of teachers participated in DATA Teams/Retreat and shared back the information school wide.

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?

Recruitment fairs
Lead to Learn Grant GRREC
DATA Teams in Science and SS
CRT modeling lessons for new teachers
Pairing new teachers with mentors.

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

Provide district support with CRTs serving as mentors

Side by side coaching

on going induction support and professional learning

CRTs modeling lessons for new teachers

pairing new teachers with other teachers in the same school or elsewhere in our district to immerse them in examples and models of exemplary teaching.

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

There are no out of field teachers according to our data

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

With this being only the second year of full PGES implementation, many teachers have still not yet completed a summative cycle;therefore, there's not a great deal of data showing teachers falling below accomplished. If we do encounter teachers scoring below accomplished, we will utilize the KY Framework for Teachers as a guide for examples and models which allow teachers to advance their current level of performance. By working with district leadership and CRTs we will model lessons and provide side by side coaching to help teachers internalize expectations.

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

Our school has been recognized in the Winner's Circle and received Honorable Mention rating through the TELL survey process. By reviewing the working conditions at our school we are fortunate to have consistently high scores. With the implementation of the New Teacher Induction Process we believe we can increase the professional learning needs of our teachers. We will continue to work with GRREC partnerships to support our teachers.

Questions

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

See goals and plans section:

NGE Professionals Goal and Proficiency Goal