



KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Barren County

Jeffrey Moore, Principal
215 Parkview Drive
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.

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Executive Summary

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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.

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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?

Red Cross Elementary School serves 696 preschool-6th grade students which creates a rather large elementary school setting; however, grade level teams are strategically placed together in specific halls in order to create the feel of a much smaller school environment for the students and parents. Sixty-five percent of our students participate in free and/or reduced lunch rates indicating they are from low-income families. Based on this data, more than half our students are at-risk based on low socioeconomic status. Our demographics primarily consists of Caucasian students which make up 91% of our population with the remaining population being Hispanic, Indian, Asian or African-American. More than 18% of our students require exceptional childhood education (ECE) services for various disabilities including social, emotional, mental, physical and behavioral disorders. Both student groups (free or reduced lunch and ECE) represent our gap populations as well as our area of emphasis for our novice reduction plan. Every teacher has a list of the target gap students that they serve. Through the Data Dig process which is being administered after each testing period for KPrep, MAP and STAR, teachers are creating visual road maps to show the growth of all students, but specifically monitoring the target population students.

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: Red Cross Elementary School

School Mission: Red Cross Elementary School Community will enhance the development of independent, responsible, enthusiastic, high-level learners in a safe and positive child-centered environment. We will ensure that each individual student is educated while emphasizing hands-on learning and research-based instructional practice, which will enable the learners to become productive citizens in a changing society.

In order to create a mission statement which would encompass the beliefs of the faculty and staff as well as community partners and parents, we enlisted their support in helping design our mission. Through district strategic planning and school level SBDM councils, we were able to gather community and parent input in order to devise a mission statement that we felt would be valuable to our students of today and tomorrow.

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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.

-Red Cross has a classified staff of 37 individuals along with 46 highly qualified educators!

-Red Cross currently has 6 Nationally Board Certified Educators

-With over 700 students attending Red Cross Elementary School daily, we are proud to boast about our 21st Century Grant which serves over 125 students in after school activities which includes academic and physical activities. Some of the activities offered are: Archery, Legos, STLP, Fitness Fun, Performing Arts, Hot Wheels, Educational Games, as well as a time for homework and additional academic support.

-Like most Kentucky schools, our challenges continue to stem from a growing population of free and reduced lunch students. We are currently at a 65% free and reduced lunch rate; therefore, creating a larger number of students falling into our gap population and needing additional academic support throughout the school day.

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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:

- Delivery Targets from our School Report Card
- Val Ed and TELL survey results
- Data Teams and Data Dig process
- RTI School Plan and student monitoring progress data
- Discipline and Attendance Reports
- Looking at Student Work through Analysis
- FRYSC Reports
- Common Planning Meetings with teachers held at least once monthly
- Assessment Results (KPrep, MAP, Saxon, RM, and Reading Street)
- Program Review Pilot Reports
- School and District Surveys
- SBDM council and committees

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Red Cross 2016 CSIP

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Overview

Plan Name

Red Cross 2016 CSIP

Plan Description

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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 Red Cross students in the non-duplicated gap group to 62.1% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$3000
2	Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$14800
3	Next Generation Professionals-By 2014-15, Red Cross Elementary 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: 2 Activities: 5	Organizational	\$0
4	Program Review Goal-The Program Reviews will show a 10% increase in overall score at Red Cross Elementary.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
5	Red Cross Elementary will reduce the number of novice students.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: GAP GOAL: Increase the average combined Reading and Math Proficiency Ratings for all Red Cross students in the non-duplicated gap group to 62.1% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Red Cross school by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated group to 49.5% by 05/27/2016 as measured by K-Prep Scores.

Strategy 1:

Collaboration - Grade level teachers and ECE teachers will schedule common time per semester to LASW and analyze all relevant test scores (KPrep, MAP, RM, Saxon, RS, Brigrance K). This data will be used to inform instructional decisions.

Category:

Research Cited: Best Practices

Status	Progress Notes	Created On	Created By
N/A	During daily common planning, teachers at each grade level have consistently reviewed student performance data. This year, leadership was more intentional to ensure inclusion of the ECE teachers in the process of reviewing and reflecting on student academic growth.	May 07, 2015	Mrs. Dinah Wallace

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students needing additional assistance through RTI process in reading and math.	Academic Support Program	01/01/2013	06/30/2017	\$2000	School Council Funds	Teachers and Administrators

Status	Progress Notes	Created On	Created By
In Progress	RTI meetings which included school and district level personnel were held 3-4 times this year in order to better serve students needing interventions to improve learning gaps. Summer Professional Learning in 2014 also included an additional day of training on the RTI process and district requirements to meet those guidelines. RTI will continue to be utilized as a tool to improve student achievement.	May 07, 2015	Mrs. Dinah Wallace
In Progress	RTI groups have been identified for reading and math. Interventions are provided.	May 08, 2014	Mrs. Shari Alexander

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Activity - Academic Intensive Assistance Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an Academic Intensive Assistance Plan for students reading and doing math below grade level. Mail letters for parents to meet with administrator and teacher(s).	Academic Support Program	01/01/2013	06/30/2017	\$500	School Council Funds	Administration

Status	Progress Notes	Created On	Created By
In Progress	Academic Intensive Assistance Plans were once again developed in the fall of 2014 and parents were notified if their child fell at or below the 20th percentile; therefore, qualifying for RTI services. This method will continue to be part of the RTI process for identification, placement and parent involvement.	May 07, 2015	Mrs. Dinah Wallace
Completed	All students needing interventions had an Academic Intensive Assistance Plan developed and parents were notified accordingly. As additional students are added throughout the year, these parents were also sent letters of notification.	May 08, 2014	Mrs. Shari Alexander

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Family Resource Center will conduct a needs assessment survey with all parents. After data has been collected and tabulated, results will be used to improve parent communication along with parent and students needs identified from survey results.	Parent Involvement	07/01/2013	06/30/2017	\$500	Other	FRC and Administrator

Status	Progress Notes	Created On	Created By
In Progress	In conjunction with our Family Resource Center as well we state required surveys such as TELL and Val-Ed have been conducted in order to determine ways to improve communication throughout the school and community, as well as to parents and students.	May 08, 2014	Mrs. Shari Alexander

Goal 2: Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

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Measurable Objective 1:

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy 1:

Curriculum & Assessment Alignment - Grade Level Teams will meet monthly to address common core standard gaps or overlaps.

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.	Professional Learning	06/02/2014	05/31/2017	\$300	School Council Funds	Instructional Staff

Status	Progress Notes	Created On	Created By
In Progress	District Grade Level Power Sessions are held each summer in order for teachers to review and update their curriculum documents. During the school year, the process continues with vertical alignment occurring among grade levels in order for teachers to gain a better understanding of the skills necessary prior to and beyond their current grade level being taught.	May 07, 2015	Mrs. Dinah Wallace
In Progress	Power Sessions will be held during early June to discuss and update curriculum through horizontal and vertical alignment in all subject areas.	May 08, 2014	Mrs. Shari Alexander

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will participate in professional development to align the school writing plan both vertically and horizontally. Student work samples will be available in classrooms as evidence of curriculum alignment and a completed writing plan for each grade level.	Policy and Process	08/07/2013	05/31/2017	\$300	School Council Funds	Instructional Staff

Status	Progress Notes	Created On	Created By
In Progress	District and school level writing plans have been developed. Through PLC's teachers are continuing to align both vertically and horizontally. The implementation of the "Write Steps" writing program in grades K-5 has helped tailor the process.	May 07, 2015	Mrs. Dinah Wallace

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In Progress	District writing plan has been developed and adopted by the staff at R.C. Elementary. Teachers will spend summer 2014 PD time to align the writing curriculum with the district plan as well as common core standards.	May 08, 2014	Mrs. Shari Alexander
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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	Instructional Staff

Status	Progress Notes	Created On	Created By
In Progress	District Grade Level Power Sessions are held each summer in order for teachers to review and update their curriculum documents. During the school year, the process continues with vertical alignment occurring among grade levels in order for teachers to gain a better understanding of the skills necessary prior to and beyond their current grade level being taught.	May 07, 2015	Mrs. Dinah Wallace
In Progress	Summer PD will once again review common core standards to insure alignment both horizontally and vertically.	May 08, 2014	Mrs. Shari Alexander

Strategy 2:

School Culture - Teachers are currently involved in a PLC focused on improving student leadership through the work of Steven Covey.

Category:

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

Activity - Professional Learning Community - 8 Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000	School Council Funds	Principal, Instructional Staff, District Resource

Status	Progress Notes	Created On	Created By
In Progress	PLC's will continue meeting during the 2015-16 school year to develop strategies and activities to enhance student leadership. Professional Learning through the 8 Habits will also continue and rewards to recognize students demonstrating the 8 Habits will be part of the routine for Red Cross staff and students.	May 07, 2015	Mrs. Dinah Wallace

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In Progress	Professional Development in the summer of 2014 will continue to focus around the Leader in Me in order to increase understanding for teachers and students. Through Leader in Me strategies as well as the Intermediate Magnet program, students are increasing their understanding of leadership and improving participation in activities which require these skills. Summer camp through 21st Century Grant will offer leadership courses as well.	May 08, 2014	Mrs. Shari Alexander
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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500	School Council Funds	FRC Staff, Instructional Staff, and Administration

Status	Progress Notes	Created On	Created By
In Progress	Family Resource Youth Service Center will continue to seek parent input for ways to increase and improve their involvement. Through celebrations during the school year, FRYSC helps support and provide assistance for events such as: Grandparents Day, Christmas Drama Production, etc.	May 07, 2015	Mrs. Dinah Wallace
In Progress	Staff and Family Resource have worked collaboratively to increase parental involvement. Activities include Family Reading Night, Jack and Jill Consignment Shop, Senior Recognition Day, weekly and monthly assemblies for student recognition and parent attendance, etc.	May 08, 2014	Mrs. Shari Alexander

Strategy 3:

School Readiness and Early Learning - By focusing on school readiness and early learning, we will be able to increase our overall proficiency in the primary grades. New focus on transition points in entry to school (preschool and kindergarten) and from preschool to kindergarten will assist our school in meeting goal of proficiency and college/career readiness. Our school volunteered for the state kindergarten pilot of the Brigance screener. By screening students in the summer (just prior to school starting), we are able to meet with parents in a smaller setting to discuss student/family needs, work with student in one-on-one setting, and collect valuable information about the student/family. Our first screening session this past summer worked very well.

Category:

Activity - School Readiness Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200	State Funds	Kindergarten staff, counselor, administration, district support staff

Status	Progress Notes	Created On	Created By
In Progress	Brigance K Screen was given to all students in the summer of 2014 and results were shared among stakeholders. Comparison data for the past two years of Brigance K Screen were created as part of the Data Retreat Professional Learning. Percentages and names of students entering K as Read, Not Ready, or Ready with Enrichments were identified. This process will continue as Brigance K is once again given as the tool to determine school entry level readiness for students.	May 07, 2015	Mrs. Dinah Wallace
In Progress	Brigance K was given to all incoming Kindergarten students and this data along with AIMS Web and classroom assessments and observation was used to determine students needing interventions in reading and math. These interventions have occurred weekly based on identified students needs.	May 08, 2014	Mrs. Shari Alexander

Goal 3: Next Generation Professionals-By 2014-15, Red Cross Elementary 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 June 2017 by 06/30/2017 as measured by the new state wide Professional Growth and Evaluation System (PGES)..

Strategy 1:

Professional Development - In service day for critical work on PGES

Category: Professional Learning & Support

Activity - Professional Development	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's to focus on self-reflection, PGG and SGG	Professional Learning	08/04/2014	05/31/2017	\$0	No Funding Required	District CIITS Trainers and Building CIITS Lead Teachers

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Status	Progress Notes	Created On	Created By
In Progress	Common Planning monthly meetings were held on a regular basis to train and update teachers on the TPGES requirements in order to fulfill district timelines included within the CEP. Ongoing training will still need to continue in the following years to ensure understanding and accountability for the goal setting and evaluation process.	May 07, 2015	Mrs. Dinah Wallace
In Progress	Red Cross has served as the pilot school for the Barren County District in the TPGES and PPGES process. With this role, teachers have been immersed in the Framework for Teaching and summer PD will continue to advance their understanding.	May 08, 2014	Mrs. Shari Alexander

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will be trained in the Peer Observer model as required by KDE and District CEP.	Professional Learning	07/01/2014	05/31/2017	\$0	No Funding Required	School Administrator and District CRT's

Status	Progress Notes	Created On	Created By
In Progress	Peer Observer training as required by KDE and District CEP was completed. Based on criteria outlined in the District CEP, teachers were selected to serve as school level peer observers. This process will continue due to the criteria outlined through KDE and District CEP.	May 07, 2015	Mrs. Dinah Wallace

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by by 05/31/2017 as measured by the new state-wide Principals Professional Growth and Evaluation System (PPGES).

Strategy 1:

EDS Module-Principal will increase professional practice by completing EDS module - Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PPGES system.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PPGES. Website support developed for PPGES.	Professional Learning	06/30/2014	05/31/2017	\$0	No Funding Required	Assistant Superintendents, Principals, District CRT's
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Status	Progress Notes	Created On	Created By
In Progress	District Administration held monthly Instructional Focus PLC's to review the PPGES website materials/resources and also to provide training and information to principals as they worked through the process as outlined by KDE and our District CEP.	May 07, 2015	Mrs. Dinah Wallace
In Progress	As the pilot school in Barren County, Red Cross teachers have become more familiar with CIITS/EDS. Also, with our district CIITS grant, a lead teacher was selected to receive training and then serve as a school level trainer to help all certified staff members utilize CIITS for lesson planning and unit development. This process will continue through summer professional development.	May 08, 2014	Mrs. Shari Alexander

Activity - PPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal CEP and PPGES training will occur during summer Administrator Retreat and follow up support will be ongoing throughout the school year.	Professional Learning	07/07/2014	05/31/2017	\$0	No Funding Required	Assistant Superintendent, Instructional Supervisor, District CRT's

Status	Progress Notes	Created On	Created By
In Progress	Teachscape Principal Training as required by KDE has been conducted each summer for administrators. Calibration and recalibration requirements of this training will continue to occur as required by KDE and our District CEP.	May 07, 2015	Mrs. Dinah Wallace

Activity - Additional Professional Development Resources	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	08/04/2014	05/31/2017	\$0	No Funding Required	District Leadership, School Administrators and District CRT's

Status	Progress Notes	Created On	Created By
In Progress	The Leading to Learn Grant and PPGP opportunities through Green River Regional Education Cooperative (GRREC) have increased professional learning opportunities for the teachers and administrators at Red Cross School. The staff of RC will continue to participate in these opportunities and provide ongoing follow-up in order to improve student achievement.	May 07, 2015	Mrs. Dinah Wallace

Goal 4: Program Review Goal-The Program Reviews will show a 10% increase in overall score at Red Cross Elementary.

Measurable Objective 1:

collaborate to increase the Program Review score by 10% by 06/30/2017 as measured by Program Review Unbridled Learning.

Strategy 1:

Program Review Initiative - Based on 2011-12 Program Reviews, areas for improvement were identified and activities were written to address areas of weakness.

Category:

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2012-13 school year, grade level teachers as well as special area teachers worked to identify gaps in practical living/vocational studies as well as in the Arts & Humanities content area. Based on these findings, the special area teachers from across the district came together during summer power sessions to review results, align curriculum to meet the standards and identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Grade level teachers were updated with this information during their summer power sessions and utilized the information to align their curriculum.	Academic Support Program	08/06/2012	05/31/2017	\$0	No Funding Required	All staff and administration

Status	Progress Notes	Created On	Created By
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In Progress	Program Review scores from 2014 KPrep assessment indicated a 10% increase in scores. Through Program Review content area teams divided into PLC's, the staff has continued to work to evaluate current level performance, determine areas of growth and create next steps to improve in those areas. 2015 KPrep scores will be available in the fall to determine the level of growth in scores for all areas of program review including the Primary Program Review.	May 07, 2015	Mrs. Dinah Wallace
In Progress	As part of the program review process, all grade level teachers have been involved in the implementation curriculum alignment in these content areas. Teachers continue to increase and improve their understanding of each content area review and the expectations for their success.	May 08, 2014	Mrs. Shari Alexander

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 healthy living. This program will be included in PE classes and rewards for meeting the various goal levels will be provided to students and staff members.	Other	08/05/2013	06/30/2017	\$500	School Council Funds	All staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We Can initiative continues to show increased participation from staff and students based on the percentage of rewards given out during the school year. Promoting healthy living will continue to be a part of the curriculum at Red Cross School.	May 07, 2015	Mrs. Dinah Wallace
In Progress	We Can has been successful for both the students and staff at Red Cross and throughout the district. Since students and teachers are recognized for their good eating and exercising, an increased participation is evident. Efforts to continue to promote healthy living will continue during the remainder of this school year and the next.	May 08, 2014	Mrs. Shari Alexander

Goal 5: Red Cross 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 10/31/2017 as measured by Spring KPREP data.

Strategy 1:

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

Category: Management Systems

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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	02/01/2016	10/31/2017	\$0	No Funding Required	Principal or designee

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery targets in the School Report Card.	Professional Learning	01/01/2016	10/31/2017	\$0	No Funding Required	Principal, BAC or designee

Activity - Data Walls/Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Red Cross will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Policy and Process	10/31/2015	10/31/2017	\$0	No Funding Required	principal, BAC designee

Activity - Student Ownership of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Red Cross will work with students to created data notebooks, students will use data notebooks to gauge their progress.	Other - Data Notebooks	10/31/2015	10/31/2017	\$0	No Funding Required	Principal, classroom teachers

Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The School Leadership Data Team will provide all school staff a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Other - Data Retreat	10/31/2015	10/31/2017	\$0	No Funding Required	Principal or designee
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Walls/Charts	Red Cross will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can easily access.	Policy and Process	10/31/2015	10/31/2017	\$0	principal, BAC designee
Additional Professional Development Resources	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	08/04/2014	05/31/2017	\$0	District Leadership, School Administrators and District CRT's
Team Training	The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	02/01/2016	10/31/2017	\$0	Principal or designee
Data Retreat	The School Leadership Data Team will provide all school staff a Data Retreat including data review, research questioning, root cause analysis and CSIP training.	Other - Data Retreat	10/31/2015	10/31/2017	\$0	Principal or designee
Peer Observer Training	All certified staff will be trained in the Peer Observer model as required by KDE and District CEP.	Professional Learning	07/01/2014	05/31/2017	\$0	School Administrator and District CRT's
Program Review Curriculum Alignment	During the 2012-13 school year, grade level teachers as well as special area teachers worked to identify gaps in practical living/vocational studies as well as in the Arts & Humanities content area. Based on these findings, the special area teachers from across the district came together during summer power sessions to review results, align curriculum to meet the standards and identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Grade level teachers were updated with this information during their summer power sessions and utilized the information to align their curriculum.	Academic Support Program	08/06/2012	05/31/2017	\$0	All staff and administration
PLCs	Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery targets in the School Report Card.	Professional Learning	01/01/2016	10/31/2017	\$0	Principal, BAC or designee
Student Ownership of Data	Red Cross will work with students to create data notebooks, students will use data notebooks to gauge their progress.	Other - Data Notebooks	10/31/2015	10/31/2017	\$0	Principal, classroom teachers

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Professional Development	Common planning meetings held on a regular basis with administration and district CRT's to focus on self-reflection, PGG and SGG	Professional Learning	08/04/2014	05/31/2017	\$0	District CIITS Trainers and Building CIITS Lead Teachers
PPGES Training	Principal CEP and PPGES training will occur during summer Administrator Retreat and follow up support will be ongoing throughout the school year.	Professional Learning	07/07/2014	05/31/2017	\$0	Assistant Superintendent, Instructional Supervisor, District CRT's
Professional Learning	Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES. Website support developed for PPGES.	Professional Learning	06/30/2014	05/31/2017	\$0	Assistant Superintendents, Principals, District CRT's
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRC Collaboration	Our Family Resource Center will conduct a needs assessment survey with all parents. After data has been collected and tabulated, results will be used to improve parent communication along with parent and students needs identified from survey results.	Parent Involvement	07/01/2013	06/30/2017	\$500	FRC and Administrator
Total					\$500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500	FRC Staff, Instructional Staff, and Administration
BC Health/Wellness Initiative	BC Health/Wellness will be expanded to include instruction on the "We Can" program in order to promote healthy living. This program will be included in PE classes and rewards for meeting the various goal levels will be provided to students and staff members.	Other	08/05/2013	06/30/2017	\$500	All staff and administration
Vertical Alignment	The instructional staff will meet to analyze and vertically align content to avoid overlapping.	Professional Learning	06/02/2014	05/31/2017	\$300	Instructional Staff

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Writing Plan	The instructional staff will participate in professional development to align the school writing plan both vertically and horizontally. Student work samples will be available in classrooms as evidence of curriculum alignment and a completed writing plan for each grade level.	Policy and Process	08/07/2013	05/31/2017	\$300	Instructional Staff
Common Core Standards Training	Common Core Standards training to dissect and vertically align.	Professional Learning	07/02/2012	05/31/2017	\$500	Instructional Staff
Professional Learning Community - 8 Habits	Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000	Principal, Instructional Staff, District Resource
Academic Intensive Assistance Plan	Develop an Academic Intensive Assistance Plan for students reading and doing math below grade level. Mail letters for parents to meet with administrator and teacher(s).	Academic Support Program	01/01/2013	06/30/2017	\$500	Administration
Interventions	Identify students needing additional assistance through RTI process in reading and math.	Academic Support Program	01/01/2013	06/30/2017	\$2000	Teachers and Administrators
Total					\$16600	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness Initiative	Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200	Kindergarten staff, counselor, administration, district support staff
Total					\$1200	

KDE Needs Assessment

Introduction

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

DRAFT

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 student performance
- Performance of gap population in relation to other students

Data Conclusions:

- Overall students are performing better in math than reading
- Staff, parents and students feel safe in our school based on most recent TELL results
- Need to move more students to a D rating in order to obtain more growth points
- Bulk of our students are scoring A and P

Data Still Needed:

- Would like to see information regarding the different strands tested in reading and our students performance in each one in order to determine a targeted strand for overall growth and improvement

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 Leader in Me School wide has drastically reduced office referrals
- STAR reading and math assessment will help us better monitor ongoing student growth in the various strands of reading and math throughout the school year
- Newly developed school RTI plan which has provided consistency to our program and better understanding
- Leadership is approachable and open to suggestions based on Val-Ed survey results

How we will sustain:

- School level PLC's where we review assessment and behavior data continually
- Ongoing professional learning with the Leader in Me initiative
- Data Dig processed has been modeled by district leadership and will continue to be the method we use throughout the year to monitor student progress on MAP and STAR

Celebration:

- Proficient School Rating based on most recent KPrep results
- Teachers have been reassigned based on areas of strengths and weaknesses

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, primarily our free and/or reduced lunch population. Furthermore, even though we have continually reduced our novice numbers, our distinguished have not increased at that same rate; therefore, we have identified the current performance level of every child. It's obvious that the bulk of our population is performing at the apprentice and proficient range, which isn't good enough based on what we know about our students.

We are meeting with students to provide them with the information to understand their current score and also guide them toward what is needed to advance to the next level of performance. We will continue to monitor this progress through our Data Digs which will be conducted after STAR and MAP assessments are completed. These results will also be shared with our students, so they have ownership and understanding in their own learning process.

DRAFT

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 the Data Dig process and monitor student growth while doing so
- Inform students about their current level of performance in order to help them move forward academically (Hattie's Visible Learning)
- Continue to work with GRREC with the Leading to Learn Initiative
- Conduct Instructional Rounds in our building to improve instruction and focus
- Continue PLC work in small teams who then share out with the large group and SBDM council
- Our overall next step focuses us around reducing Novice while increasing Distinguished and each task listed above will help us reach this goal

DRAFT

KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

Measurable Objective 1:

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy1:

School Culture - Teachers are currently involved in a PLC focused on improving student leadership through the work of Steven Covey.

Category:

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

Activity - Professional Learning Community - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000 - School Council Funds	Principal, Instructional Staff, District Resource

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500 - School Council Funds	FRC Staff, Instructional Staff, and Administration

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

Goal 1:

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

Measurable Objective 1:

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Red Cross Elementary School

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy1:

Curriculum & Assessment Alignment - Grade Level Teams will meet monthly to address common core standard gaps or overlaps.

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.	Professional Learning	06/02/2014	05/31/2017	\$300 - School Council Funds	Instructional Staff

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will participate in professional development to align the school writing plan both vertically and horizontally. Student work samples will be available in classrooms as evidence of curriculum alignment and a completed writing plan for each grade level.	Policy and Process	08/07/2013	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	Instructional Staff

Strategy2:

School Culture - Teachers are currently involved in a PLC focused on improving student leadership through the work of Steven Covey.

Category:

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

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500 - School Council Funds	FRC Staff, Instructional Staff, and Administration

Activity - Professional Learning Community - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000 - School Council Funds	Principal, Instructional Staff, District Resource

Strategy3:

School Readiness and Early Learning - By focusing on school readiness and early learning, we will be able to increase our overall proficiency in the primary grades. New focus on transition points in entry to school (preschool and kindergarten) and from preschool to kindergarten will assist our school in meeting goal of proficiency and college/career readiness. Our school volunteered for the state kindergarten pilot of the Brigance screener. By screening students in the summer (just prior to school starting), we are able to meet with parents in a smaller setting to discuss student/family needs, work with student in one-on-one setting, and collect valuable information about the student/family. Our first screening session this past summer worked very well.

Category:

Research Cited:

Activity - School Readiness Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200 - State Funds	Kindergarten staff, counselor, administration, district support staff

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

Goal 1:

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

Measurable Objective 1:

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy1:

School Readiness and Early Learning - By focusing on school readiness and early learning, we will be able to increase our overall proficiency in the primary grades. New focus on transition points in entry to school (preschool and kindergarten) and from preschool to kindergarten will assist our school in meeting goal of proficiency and college/career readiness. Our school volunteered for the state kindergarten pilot of the Brigance screener. By screening students in the summer (just prior to school starting), we are able to meet with parents in a smaller setting to discuss student/family needs, work with student in one-on-one setting, and collect valuable information about the student/family. Our first screening session this past summer worked very well.

Category:

Research Cited:

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Activity - School Readiness Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200 - State Funds	Kindergarten staff, counselor, administration, district support staff

Strategy2:

School Culture - Teachers are currently involved in a PLC focused on improving student leadership through the work of Steven Covey.

Category:

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

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500 - School Council Funds	FRC Staff, Instructional Staff, and Administration

Activity - Professional Learning Community - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000 - School Council Funds	Principal, Instructional Staff, District Resource

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

Goal 1:

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

Measurable Objective 1:

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy1:

School Readiness and Early Learning - By focusing on school readiness and early learning, we will be able to increase our overall proficiency in the primary grades. New focus on transition points in entry to school (preschool and kindergarten) and from preschool to kindergarten will assist our school in meeting goal of proficiency and college/career readiness. Our school volunteered for the state kindergarten pilot of the Brigance screener. By screening students in the summer (just prior to school starting), we are able to meet with parents in a smaller setting to discuss student/family needs, work with student in one-on-one setting, and collect valuable information about the student/family. Our first screening session this past summer worked very well.

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Category:

Research Cited:

Activity - School Readiness Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200 - State Funds	Kindergarten staff, counselor, administration, district support staff

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 Red Cross students in the non-duplicated gap group to 62.1% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Red Cross school by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated group to 49.5% by 05/27/2016 as measured by K-Prep Scores.

Strategy1:

Collaboration - Grade level teachers and ECE teachers will schedule common time per semester to LASW and analyze all relevant test scores (KPrep, MAP, RM, Saxon, RS, Brigance K). This data will be used to inform instructional decisions.

Category:

Research Cited: Best Practices

Activity - Academic Intensive Assistance Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Academic Intensive Assistance Plan for students reading and doing math below grade level. Mail letters for parents to meet with administrator and teacher(s).	Academic Support Program	01/01/2013	06/30/2017	\$500 - School Council Funds	Administration

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students needing additional assistance through RTI process in reading and math.	Academic Support Program	01/01/2013	06/30/2017	\$2000 - School Council Funds	Teachers and Administrators

KDE Comprehensive School Improvement Plan

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Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center will conduct a needs assessment survey with all parents. After data has been collected and tabulated, results will be used to improve parent communication along with parent and students needs identified from survey results.	Parent Involvement	07/01/2013	06/30/2017	\$500 - Other	FRC and Administrator

Goal 2:

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 62.3% in 2017 and 67.7 in 2018.

Measurable Objective 1:

collaborate to improve student performance in reading and math scores for all students by increasing the number of students proficient or distinguished to 57.0 % by 05/27/2016 as measured by K-Prep assessment results.

Strategy1:

School Readiness and Early Learning - By focusing on school readiness and early learning, we will be able to increase our overall proficiency in the primary grades. New focus on transition points in entry to school (preschool and kindergarten) and from preschool to kindergarten will assist our school in meeting goal of proficiency and college/career readiness. Our school volunteered for the state kindergarten pilot of the Brigance screener. By screening students in the summer (just prior to school starting), we are able to meet with parents in a smaller setting to discuss student/family needs, work with student in one-on-one setting, and collect valuable information about the student/family. Our first screening session this past summer worked very well.

Category:

Research Cited:

Activity - School Readiness Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will support school readiness by screening entering kindergarten students for key skills need for school success. These results will be used to make instructional decisions for the classroom.	Academic Support Program	07/20/2012	05/31/2017	\$1200 - State Funds	Kindergarten staff, counselor, administration, district support staff

Strategy2:

School Culture - Teachers are currently involved in a PLC focused on improving student leadership through the work of Steven Covey.

Category:

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

Activity - Professional Learning Community - 8 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate through Professional Learning Community to develop strategies, activities, and units to enhance student leadership skills/abilities as part of our overall college and career readiness preparation.	Professional Learning	06/01/2012	05/31/2017	\$12000 - School Council Funds	Principal, Instructional Staff, District Resource

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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will work to improve parent and community involvement with the assistance of the Family Resource Center.	Parent Involvement	07/02/2012	05/31/2017	\$500 - School Council Funds	FRC Staff, Instructional Staff, and Administration

Strategy3:

Curriculum & Assessment Alignment - Grade Level Teams will meet monthly to address common core standard gaps or overlaps.

Category:

Research Cited: Vertical Alignment

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional staff will participate in professional development to align the school writing plan both vertically and horizontally. Student work samples will be available in classrooms as evidence of curriculum alignment and a completed writing plan for each grade level.	Policy and Process	08/07/2013	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	Instructional Staff

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.	Professional Learning	06/02/2014	05/31/2017	\$300 - School Council Funds	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 Red Cross students in the non-duplicated gap group to 62.1% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Red Cross school by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated group to 49.5% by 05/27/2016 as measured by K-Prep Scores.

Strategy1:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Collaboration - Grade level teachers and ECE teachers will schedule common time per semester to LASW and analyze all relevant test scores (KPrep, MAP, RM, Saxon, RS, Brigance K). This data will be used to inform instructional decisions.

Category:

Research Cited: Best Practices

Activity - Academic Intensive Assistance Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Academic Intensive Assistance Plan for students reading and doing math below grade level. Mail letters for parents to meet with administrator and teacher(s).	Academic Support Program	01/01/2013	06/30/2017	\$500 - School Council Funds	Administration

Activity - FRC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center will conduct a needs assessment survey with all parents. After data has been collected and tabulated, results will be used to improve parent communication along with parent and students needs identified from survey results.	Parent Involvement	07/01/2013	06/30/2017	\$500 - Other	FRC and Administrator

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students needing additional assistance through RTI process in reading and math.	Academic Support Program	01/01/2013	06/30/2017	\$2000 - School Council Funds	Teachers and Administrators

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 Red Cross Elementary.

Measurable Objective 1:

collaborate to increase the Program Review score by 10% by 06/30/2017 as measured by Program Review Unbridled Learning.

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Strategy1:

Program Review Initiative - Based on 2011-12 Program Reviews, areas for improvement were identified and activities were written to address 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 healthy living. This program will be included in PE classes and rewards for meeting the various goal levels will be provided to students and staff members.	Other	08/05/2013	06/30/2017	\$500 - School Council Funds	All staff and administration

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2012-13 school year, grade level teachers as well as special area teachers worked to identify gaps in practical living/vocational studies as well as in the Arts & Humanities content area. Based on these findings, the special area teachers from across the district came together during summer power sessions to review results, align curriculum to meet the standards and identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Grade level teachers were updated with this information during their summer power sessions and utilized the information to align their curriculum.	Academic Support Program	08/06/2012	05/31/2017	\$0 - No Funding Required	All staff and administration

KDE Assurances - School

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Introduction

KDE Assurances - School

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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	-School Data Team -Data Dig utilizing KPrep, MAP and STAR assessment data for grades 3-6 -Data Dig for grade 2 utilizing Star and MAP -Data Dig for K-1 utilizing Star data -Classroom assessments, both formative and summative are reviewed -Vertical PLC teams at the intermediate level meet to review data and make any necessary instructional changes -PLC teams at levels K-3 meet daily during common planning for continuous progress review of student performance	

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	-Summer professional development regarding RTI with district involvement -Created a new schoolwide RTI plan for better meeting the needs of all students, especially those experiencing gaps in learning -Monthly S Team meetings to review data for all students in RTI prior to the nine week district review -21st Century Learning program which offers homework help as well as other academic support	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	-Jump Start Kindergarten for identified preschool students needing additional support -During Open Enrollment parent information sessions are held to inform parents about the expectations of Kindergarten -Work through our community Early Childhood Council to inform and educate parents	

KDE Comprehensive School Improvement Plan

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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	-Students who struggle with understanding academic standards often fall into one of the three levels of our RTI program; therefore, receiving additional time in the identified area where a learning gap(s) exist. -S team which includes classroom teacher and interventionist reviews data to determine needs and progress toward understanding standards -Students not making adequate progress, may need to move to the next Tier where smaller groups and additional time for instruction is required -District personnel are included in quarterly meeting	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	-Local recruitment fairs are held at our nearby university campus- WKU Glasgow -School leadership participates in job fairs held at WKU's main campus in Bowling Green. Distict and school level leadership work closely with the teacher education department at the university level to recruit their best students for our district -Gladly accept student teachers in our building as a way to observe their skills and abilities -District leadership helps organize and participate in both the local and Bowling Green job fairs -Additional information included in the Equitable Access Diagnostic Report	

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	-Spending account records are available at the school and district level	

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

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	-School level SBDM councils receive yearly training on our state standards and assessment requirements as well as how to interpret those results. -Yearly, council members conduct an open session specifically for assessment review -Morning Meetings at the school level include parents and other stakeholders in the sharing out of school assessment data -District and school celebrations are held to recognize the accomplishments of our students -Banners and marquees are posted at the school and district level -Parents serve on school level PTO and other school and district level strategic planning	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	-Reviewed annually with Title 1 Director during Title 1 Plan development	

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	-District has developed a Professional Learning Guidance Document for schools to utilize -On going support and monitoring of school professional learning is conducted by the district -Summer Power sessions are held for teachers in grades K-6 to come together and review any needed curriculum changes while also learning new strategies for implementation for instruction focused around best practice	

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	-SBDM and school leadership completes annually	

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	-Additional information provided in Title 1 Diagnostic as well as our Novice Reduction goal and plan	

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	-School has a focus on Hattie's Visible Learning research -Developed a schoolwide RTI plan which follows the guideline requirements of our District Plabn -Working with GRREC to offer training and support in Instructional Rounds -Partner member with Leading to Learn Grant through GRREC	

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	-FRYSC -Other Federal Programs -Literacy and Math Grants -ESS Daytime -21st Century Grant	

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.	N/A		

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	-Any paraprofessionals hired in the Barren County School District and assigned to work with targeted students meet the Highly Qualified requirements.	

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	-Documentation can be found at school and district level as well as further information included in the Title 1 Diagnostic	

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

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	-Our Parent Involvement Policy and Parent Compact are reviewed annually. Furthermore, a district event is held each spring to discuss with school level teams (staff, students, parents) for similar review. -Additional information can be found in our Title 1 Plan	

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

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	-School teams identify their professional learning needs and share this information with district leadership. Based on those combined results, district professional learning plans are developed in areas where there are similar professional learning needs. -School level teams develop the school professional learning plan which includes district offerings as well as school level -Principals work directly with teachers to identify the specific professional learning for each individual based on their PGG's and identified weaknesses	

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	-Conducted annually	

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	http://www.barren.kyschools.us/8/Forms	

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	-This rarely occurs but when or if it does, a letter is sent to all parents.	

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

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	-Along with professional learning, our SBDM Councils also receive training in the expectations of CCR	

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	Documentation maintained at the district level	

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	Schools were staffed at a level which allows them the flexibility to meet this requirement.	

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

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

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The Missing Piece

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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.

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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

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Relationship Building

Overall Rating: 2.86

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

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

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 2.86

	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

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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Decision Making

Overall Rating: 2.57

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

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

	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

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Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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: 2.83

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

Strengths:

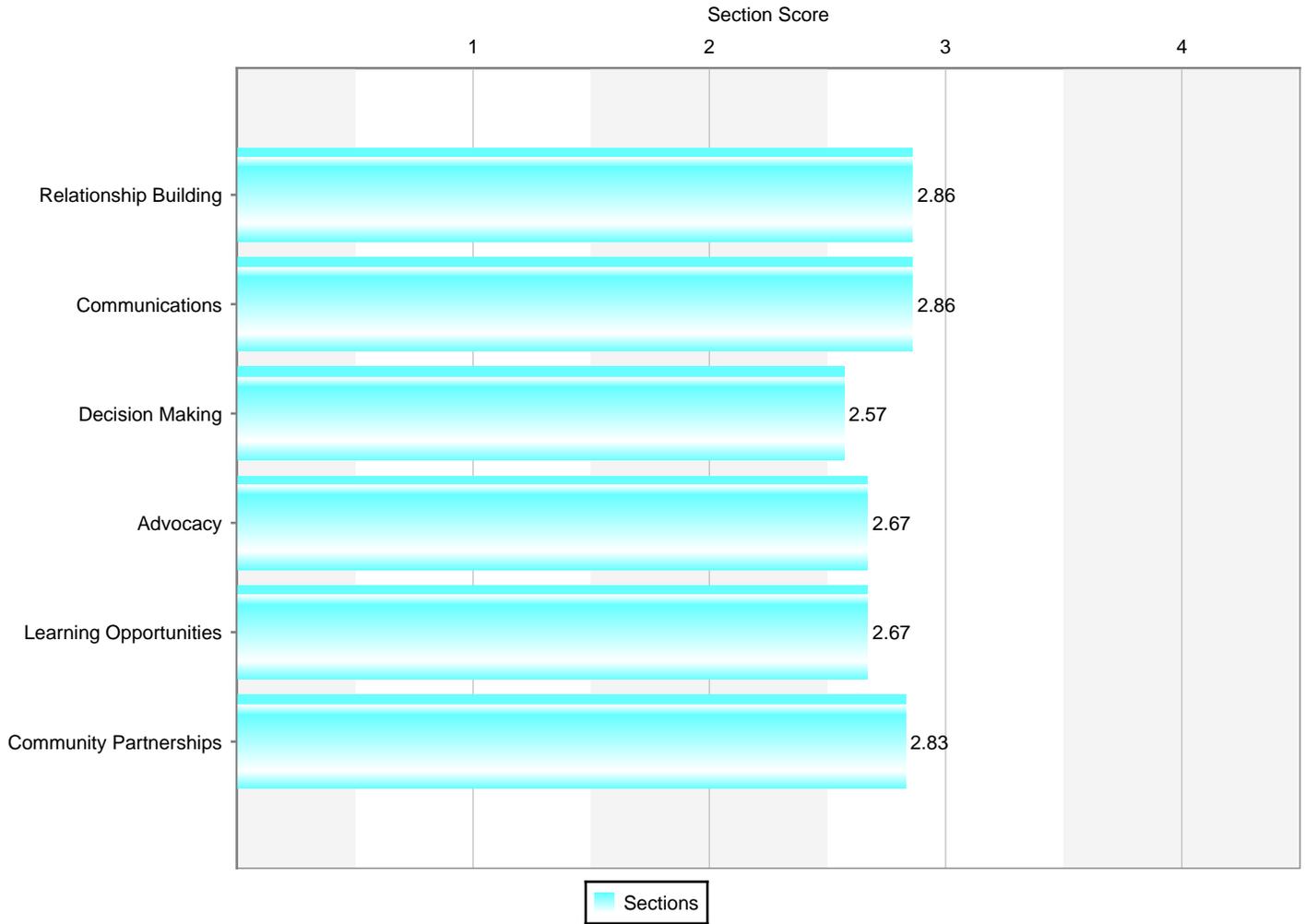
- Transitional activities for incoming Kindergarten students and their parents
- Magnet program for identified students in grades 5-6
- 21st Century after school learning program provides homework help as well as creates partnerships for community members to work within the school setting
- Parent/Teacher conferences held each semester
- Grandparents Day held in the fall over a two day period in order to have space for all visitors
- Teachers keep a log of conferences held with parents
- District, school and teacher website updated frequently
- Implemented the 7 Habits by Covey
- Proficient School Ranking on most recent K-Prep data

Weaknesses:

- Continue to seek parental feedback regarding a welcoming school environment, meeting the educational needs of each child, etc.
- Involve business and community leaders more frequently to review and discuss information and create suggestions for ongoing improvement

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

DRAFT

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 and VAI Ed results as well as student performance data from our KPrep, MAP, Brigance K, AIMS Web, and STAR 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.

Our monthly SBDM meetings are always scheduled around the various working or personal needs of our council; therefore, we utilized this same method in scheduling our CSIP meetings. The overall process for CSIP development was conducted much like our PLC's but also included parents and community stakeholders in the research and development of our plan.

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 and VAL-Ed 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, STAR, Aims Web, Brigance K, etc. have been analyzed using the information from summer professional development training on Data
- 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.

The final CSIP was approved by our SBDM council during our December meeting and then approved by our district during the same time frame. Copies of the CSIP were given to all building level staff members and electronic copies are listed on our school and district web page. Each month our administration will review the CSIP at regularly scheduled SBDM meetings and conduct implementation checks regarding progress. This information is documented in the SBDM minutes and also shared with our staff and made available to all stakeholders through our office. SBDM meeting notes are also shared with district office personnel and available for review upon request at our school office.

School Safety Report

DRAFT

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.

DRAFT

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	9-23-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9-23-13	

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; October 2015 additional meeting held to review plans. Plan maintained in office and 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	9-23-13: 10-26-15	

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 reviewed as part of opening day trainings on August 4th and 5th, 2015.	

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

KDE Comprehensive School Improvement Plan

Red Cross Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	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 October 2013 and additional review of any new facilities in August 2015.	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Red Cross has a file documenting this as required by the district. The district also maintains the file at district office.	

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

Equitable Access Diagnostic

DRAFT

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”.

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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 school and district, our district and schools have identified the need to indoctrinate our newly hired teachers with the philosophy and background knowledge necessary to be successful within our schools. This process has been identified as our New Teacher Induction which provides on-going professional learning as well as district and school level mentors who offer support for each new teacher.

What sources of data were used to determine the barriers?

Principal Interview

School and District Report Card Data (multiple years)

TELL Survey

Val-Ed Survey

School Level Surveys including FRYSC, Title 1, etc.

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 times and mentors needed to be assigned to these individuals in order to ensure their understanding and provide additional support beyond their KTIP evaluation process.

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

Since last year was the first year of full implementation regarding PGES, all teachers in their summative cycle met their PGG and SGG goals. However, not every teacher has gone through a complete cycle of the PGES summative evaluation, so it will be a couple more years before we have truly accurate data. With greater understanding and improvements in the PGES process, we expect to be able to better utilize this data as a reliable resource for evaluating teacher effectiveness and as a tool for providing additional support for those new to the profession.

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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 his/her field of expertise.
- All students have access to the 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 the learning needs of the child.
- The intermediate grades (4-6) utilize a departmentalized approach to teaching the core academic subjects, so once again, all students rotate through at least one class daily with each teacher assigned to that grade level.
- Students are randomly assigned to homerooms unless there is an identified issue which requires a specific teacher i.e., ECE collaboration, ELL needs, behavior issues, etc.

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 classrooms, unless there is a specific reason to place a student with a specific teacher; i.e., ECE, ELL, etc. at which time school and district leadership meet to determine the best placement for the child based on the services necessary.
- All teachers are involved in the data disaggregation process to determine students who are low achieving.
- All teachers closely monitor and track all student performance, but specifically those from less fortunate situations who often need additional opportunities to grasp concepts or to build on background knowledge.
- Our data indicates that we continue to decrease the gap for these 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 are in close proximity to the WKU Glasgow campus. Based on the performance of the student teachers as well as working closely with the leadership at the university level, we are fortunate to hire some of the best and brightest coming from the local college.
- Furthermore, the job fair held at WKU in Bowling Green provides the opportunity to meet other new teachers eager to be hired. During this time, the school level leadership can ask questions to get a better understanding of the strengths and possible weaknesses of those desiring a position.

- As part of our ongoing learning and improvement toward analyzing data, a team of teachers participated in the 3 day training led by GRREC in Effectively using Data Teams. Team members came back and shared the information to others through the PLC process.

- We continue to be part of the Leading to Learn grant provided through GRREC
- Beyond the Data Team process, we have just implemented Data Digs to further advance our understanding of exactly where each child is currently performing. By utilizing MAP's Learning Continuum and STAR resources, we will be able to advance these students further.
- Ongoing GRREC support

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
- Leading to Learn Grant in partnership with GRREC
- District involved with GRREC on analyzing data
- Identified data teams and data leaders
- District team completed novice reduction
- District and school level teams utilize this data to identify teachers best suited to the overall needs of the school's students compared to the strengths found from the pool of applicants

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

- Provide district support with Curriculum Resource Teachers serving as district level mentors
- Side-by-side coaching from District CRT's
- On going induction support and professional learning for new hires (New Teacher Induction Program)
- Technology integration support
- CRT's 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 excellent teaching in our schools. Specifically looking at weaknesses of new teachers and finding a veteran teacher who has a tremendous strength in the area of concern. For example, a new teacher struggling with managing several reading groups within her classroom at one time would visit with a teacher who has finely tuned their skill in this particular area. After observation, the two teachers would meet and discuss to provide better insight and understanding for the new hire.

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

See responses to 2.3-2.5

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 by Danielson as a guide for the examples and models which allow teachers to advance their current level of performance. By working with district leadership and CRT's we will model lessons and provide side-by-side coaching to help our teachers internalize these expectations.

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

Currently, our district has had two TELL Kentucky Schools Recognized in the Winner's Circle and three schools have received Honorable Mention Rating through the TELL Survey process. By reviewing the working conditions at Red Cross and all our schools within the district, we are fortunate to have consistently high scores in all buildings. Obviously, being recognized for this honor speaks volumes about our culture and working environment; therefore, retention of new teachers hasn't been identified as an equity issue.

With the implementation of our New Teacher Induction process, we believe we can increase and improve the professional learning needs of our new hires in a more formalized process. Our district is fortunate to have many initiatives, but this also means there's a great deal for someone new to learn; therefore, we must be strategic by ensuring they have the tools they need to learn and grow.

We will continue our work with the Leading to Learn Grant through GRREC, Instructional Rounds, school and district level mentors, and other GRREC partnerships which directly relate and support our vision.

Questions

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

In the Next Generation Professionals Goal - the following activities are designed to address Equitable Access:

Strategy/Activity: Common planning meetings held on a regular basis with administration and district CRT's to focus on self-reflection, PGG and SGG

Activity: All certified staff will be trained in the Peer Observer model as required by KDE and District CEP.

In the Proficiency Goal:

Activity: The instructional staff will meet to analyze and vertically align content to avoid overlapping.

Activity: Common Core Standards training to dissect and vertically align.

DRAFT