



KDE Comprehensive School Improvement Plan

Temple Hill Elementary School
Barren County

Jonathan Hall, Principal
8788 Tompkinsville Road
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?

Temple Hill is located in Southern Barren County approximately nine miles south of Glasgow Ky. Our staff are all very dedicated to student success which is evident with our assessment scores. Our community has always been very instrumental in our success with their support through various fund raising activities and volunteering their time to help during the school day and with extracurricular activities. Our school overcomes the at-risk factor of our seventy five percent free and reduced lunch population because of the support systems mentioned above. Temple Hill Elementary School has averaged a school population of three hundred seventeen students over the past seven school years not including our preschool population which has averaged forty students.

In our district, the average household earns \$38,374; lower than the national average of \$51,914 (U.S. Census 2010). Our 2011 county unemployment rate was 10.2%; higher than the national average of 8.9% (B.R.A.D.D.). In 2011-12, 133 students, or 2% of district enrollment were identified as homeless. In our county, 23% of adults over 25 do not have a high school diploma and only 15% have a bachelor's degree or higher (U.S. Census, 2006-2010).

School's Purpose

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

Mission Statement: The students of Temple Hill Elementary will be educated to achieve success as productive citizens in a changing society. Educators, students, families and the community will work in partnership to provide quality instruction in a safe, positive, challenging and supportive environment to meet the needs of each individual child.

Vision Statement: Where All Students Achieve Success

School Motto: Bulldog Pride

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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.

Over the past three years Temple Hill has made notable achievements in terms of state assessment scores. We are currently categorized a Distinguished/Progressing High Performance School based on 2015 Spring state assessments. Our school also sets high goal achievements for our (MAP) Measure of Academic Performance. We have scored ninety fifth percentile and above in math, and reading the past three years. Our TELL Survey also reflects positively on our school.

Our number one goal is our "Attendance Goal". We have the best district attendance five of the last six years by averaging 96.5 over that span. Our 2014-15 goal is 97 percent. We have added an achievement goal to reach distinguished designation and be in the top 5% according to KPREP.

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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.

Another example of our community support is our PTO fundraising efforts each year. This year our PTO has raised over \$33,000 to go towards educational programs, field trips and classroom supplies. Without these officers devotion and our community support we could not offer as many academic exposures that we currently have in place.

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January 2016 CSIP

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Overview

Plan Name

January 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 REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)	Objectives: 2 Strategies: 3 Activities: 13	Organizational	\$57179
2	KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$149000
3	PROGRAM REVIEW GOAL - The Program Reviews will show a 10% increase in overall score at Temple Hill Elementary.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$4500
4	NEXT GENERATION PROFESSIONALS: Temple Hill will implement PGES according to the district CEP. The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.	Objectives: 2 Strategies: 4 Activities: 6	Organizational	\$5400
5	Temple Hill Elementary will reduce the number of novice students.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$100

Goal 1: GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Status	Progress Notes	Created On	Created By
N/A	Goal can be measured 2015-2016 school year when assessment scores come back on KPREP.	May 11, 2015	Mr. Jon Hall

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

Status	Progress Notes	Created On	Created By
Not Met	Assessment scores will be evaluated early 2015-2016 school year when KPREP scores are given to districts and schools.	May 11, 2015	Mr. Jon Hall

Strategy 1:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

Status	Progress Notes	Created On	Created By
N/A	Progress monitoring is on-going with more tools being added for next school year. This is a strength of our school.	May 11, 2015	Mr. Jon Hall

Activity - Read to Achieve Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$54000	State Funds, Booster Fund	Literacy Lab Coordinator Principal Americorp Staff
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Status	Progress Notes	Created On	Created By
In Progress	Our Literacy Lab was recently recognized in the top 10 in the state of Kentucky for results achieved. This is a very focussed intervention which utilized two great programs to achieve success.	May 11, 2015	Mr. Jon Hall
In Progress	Read to Achieve Grant has continued to be successful part of our RTI program. Close to 60 students daily get individual help in reading. According to GRADE assessment and other individual assessments, these students continue to make progress.	May 13, 2014	Mr. Jon Hall
In Progress	RTA was funded for 12-13 and will be continued for 13-14. Services are being provided to identified primary students.	May 14, 2013	Mr. Scott Harper

Activity - MAP, STAR, Aims Web	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP online, STAR Reading and Math and Aims Web will be utilized as an assessment tool for progress monitoring for RTI and ECE students. Data will be analyzed frequently to inform instruction to assist students in reaching proficiency.	Academic Support Program	08/07/2013	06/01/2016	\$300	School Council Funds	Literacy Lab Coordinator Principal

Status	Progress Notes	Created On	Created By
In Progress	AIMS WEB is a tool used less this year with the addition of STAR Reading and STAR Math monitoring programs. We will continue to utilize this program as needed with specific groups of students.	May 11, 2015	Mr. Jon Hall
In Progress	AIMS Web has been a great tool to set Benchmarks and to progress monitor all of our RTI students school wide. This data is used in our monthly RTI Connections meetings and in several parent / teacher conferences. Also used in some of our ARC's for those at Tier 3.	May 13, 2014	Mr. Jon Hall

Activity - On Grade Level Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0	District Funding	Principal All Certified Staff

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Status	Progress Notes	Created On	Created By
Completed	Our school has once again met this goal. We will continue this goal for the next school year to continue to meet the expectation of achieving 95% at or above grade level.	May 11, 2015	Mr. Jon Hall
In Progress	Our 95% goal holds all accountable and is a great goal for our entire school. We have been meeting this goal via the MAP assessments in grades 2-6 during our spring MAP assessments.	May 13, 2014	Mr. Jon Hall

Activity - Guidance Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Group guidance, individual guidance, small groups with special emphasis, and support groups will be provided to students in all grade levels, K-6	Academic Support Program	08/07/2013	08/31/2016	\$0	District Funding	Guidance Counselor

Status	Progress Notes	Created On	Created By
In Progress	Group and individual guidance continues weekly for all grade levels by our counselor. The ILP process is specifically for our sixth grade students for exposure to future careers.	May 11, 2015	Mr. Jon Hall
In Progress	Group guidance has been accomplished throughout the school year with great success. This includes the ILP process for our 6th grade students.	May 14, 2014	Mr. Jon Hall

Activity - Resource Center Availability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0	District Funding	Principal Family Resource Center Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Our Southern Barren Resource Center continues the success of reducing barriers to learning with home / school connections and support. Fantastic center with exceptional results.	May 11, 2015	Mr. Jon Hall
In Progress	The Southern Barren Resource Center does a fantastic job of connection our families to those agencies in order to meet the needs of our students / families. The center is confidential and always available to expedite those processes.	May 14, 2014	Mr. Jon Hall

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Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$1779	Grant Funds, School Council Funds	Classroom teachers, Principal, counselor and support staff

Status	Progress Notes	Created On	Created By
In Progress	The addition of STAR Reading and Math has been a great tool added to our progress monitoring for all students 2-6. Due to the success of this monitoring and the correlation to KPREP, we are expanding this tool to include K & 1st for the 2015-2016 school year.	May 11, 2015	Mr. Jon Hall

Strategy 2:

CSIP - Temple Hill's CSIP will be updated to reflect specific goals for Gap reduction and Proficiency to ensure all students receive the best education possible.

Category:

Activity - Equity Issues Addressed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified issues of equity will be addressed through instructional delivery and differentiation (GSSP and IEP documents), Academic Intensive Assistance Plans for At Risk Students.	Academic Support Program	08/30/2013	06/01/2016	\$0	No Funding Required	Counselor, Certified Teachers, Principal

Status	Progress Notes	Created On	Created By
In Progress	Equity issues are addressed through all educational programs and activities we have at our school. All students can be part of any program as long as its part of their educational process and content to be taught.	May 11, 2015	Mr. Jon Hall
In Progress	All students at Temple Hill regardless of ability level has their academic and social needs met. Our ECE departments does a fantastic job of exposing to with rigor our common core standards. RTI process meets the academic needs of those struggling students. Our Gifted / Talented students have another avenue this year with our 21st Century Grant Magnet Program.	May 14, 2014	Mr. Jon Hall

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Measurable Objective 2:

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

Strategy 1:

ECE Focus - Specific activities will address ECE sub-population.

Category: Continuous Improvement

Activity - Research Based Strategies Grade Level Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes with respect to prerequisite skills which must build to result in that standard mastery, using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2017	\$0	No Funding Required	ECE teachers, classroom teachers

Activity - RTI like services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students performing below 20th percentile according to Spring MAP (when available) in reading and/or math will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	\$0	No Funding Required	ECE staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students' progress will be monitored weekly in reading and/or math using STAR/AimsWeb and changes made when progress is not being made (3 pts. below). STAR monitoring may be done with accommodations on IEP, MAP testing will be done without accommodations for those content areas in accordance with MAP guidelines. Students not making progress will be discussed at monthly PLC's	Academic Support Program	11/23/2015	10/31/2017	\$1000	IDEA	ECE teachers

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

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

Activity - ECE Student Ownership of DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students and parents will have understanding of short term goals based on self-analysis of data (IEP progress monitoring, MAP, STAR, Kprep etc).	Academic Support Program	11/23/2015	11/30/2016	\$100	General Fund	ECE teacher, classroom teacher

Goal 2: KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Status	Progress Notes	Created On	Created By
N/A	This is an ongoing goal to that will culminate in 2017 or before. We are making changes to programs in order to meet this goal.	May 11, 2015	Mr. Jon Hall

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

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Strategy 1:

Curriculum and Assessment - Temple Hill Elementary will fully align curriculum and assessment to that students are being taught appropriate content and that students are mastering content taught.

Category:

Research Cited: Best Practice

Activity - Curriculum Map Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps will be revised to reflect curriculum changes (with new KCAS), make connections between disciplines, and incorporate higher order thinking skills. Teachers will participate in district and school level Curriculum Power Sessions to focus on revisions and any updates to "I Can" statements and unit development.	Academic Support Program	06/07/2013	06/01/2016	\$0	No Funding Required	Principal District Curriculum Resource Teacher Certified Staff

Status	Progress Notes	Created On	Created By
In Progress	Our School and District continues to work on aligning our curriculum maps each year - during the school year and at our annual curriculum power sessions.	May 12, 2015	Mr. Jon Hall
In Progress	Our teachers attend the annual power sessions to ensure our curriculum is aligned and that this is maintained. We also utilize and will continue to utilize "I Can Statements" as they are a crucial part of connections per lessons taught.	May 14, 2014	Mr. Jon Hall

Activity - Professional Development Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0	No Funding Required	Principal Certified Teachers District Curriculum Resource Teachers

Status	Progress Notes	Created On	Created By
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In Progress	All Temple Hill Elementary Teachers and assistants have access to our district PD academies per principal approved PD.	May 12, 2015	Mr. Jon Hall
Completed	Our PD Plan will not include the PD Academies as required offerings for the upcoming year due to the wide range of PD offerings being offered in PD 360 and per our school. PD is evolving into more individualized offerings.	May 14, 2014	Mr. Jon Hall

Activity - Utilize a Variety of Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ a variety of assessments of student performance, including constructive response items, learning logs, projects and performances, culminating events, teacher-made tests, etc. The assessments will be incorporated within the curriculum to allow students a variety and choice in how they "show they know" the material. Evidence collection will reflect this variety of assessment. Monthly analysis and feedback on student work collections will be provided to improve instruction and student performance. Student proficiency standards will be applied in this process.	Academic Support Program	08/07/2013	06/01/2016	\$0	No Funding Required	Certified Staff Principal

Status	Progress Notes	Created On	Created By
In Progress	This activity will continue and has been successful again this school year.	May 12, 2015	Mr. Jon Hall
In Progress	Assessments are constantly being developed and revised to ensure all students are able to demonstrate their knowledge gained. Our teacher will continue to do these per common planning and individually. They will not however be required to turn in common planning minutes per those meetings.	May 14, 2014	Mr. Jon Hall

Activity - Utilize Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will develop and utilize specific academic rubrics, which reflect higher order thinking skills and application.	Academic Support Program	08/05/2013	06/01/2016	\$0	No Funding Required	Certified Staff Principal

Status	Progress Notes	Created On	Created By
In Progress	The use of rubrics has increased within each grade level. The school will host a writing PD this summer which will increase the number of rubrics used next year. Our school's new writing plan will also address classroom rubric.	May 12, 2015	Mr. Jon Hall
In Progress	Rubric are utilized throughout the school year - not for every lesson.	May 14, 2014	Mr. Jon Hall

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Activity - Authentic Real World Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Authentic, real-life connections will be made to enhance student learning. Lesson plans, essential questions-I Can Statements, observations and evidence collection will reflect these connections. I Can Statements/objectives will be written on the board for each lesson objective taught. Teachers will refer to these before, during and the end of each lesson the objective taught.	Academic Support Program	08/01/2013	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers

Status	Progress Notes	Created On	Created By
In Progress	Real World Connections are used as much as possible and they are connected to the I Can Statements per subject per teacher.	May 12, 2015	Mr. Jon Hall
In Progress	I Can Statements and real life connections are being used daily in all of our classrooms. These are key to the success of our students.	May 14, 2014	Mr. Jon Hall

Activity - Best Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught.. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0	No Funding Required	Certified Staff V Team District Curriculum Resource Teacher Principal

Status	Progress Notes	Created On	Created By
In Progress	Technology is used throughout our school by each teacher. This is documented in our lesson plans.	May 12, 2015	Mr. Jon Hall
In Progress	We are currently using the best instructional practices known to our staff. Through PD and PLC opportunities, we will continue to grow in this area.	May 14, 2014	Mr. Jon Hall

Activity - Increased Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our attendance goal for the school year will be to attain or surpass 97% attendance. It is critical for students to be in school on a regular basis for maximum learning.	Academic Support Program	08/01/2013	06/01/2016	\$0	No Funding Required	Principal Staff FRC Counselor
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Status	Progress Notes	Created On	Created By
In Progress	We are currently in a race for first place in our district for the best attendance. We will fall below our goal of 97% but may end up in first place overall in our district.	May 12, 2015	Mr. Jon Hall
In Progress	Our number one goal is our attendance goal. If the students are here, they will learn. We will not meet our goal this year ending the year with approx. 96.5% attendance. We will continue to make those parent contacts in order to try to reach our annual set goal.	May 14, 2014	Mr. Jon Hall

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work towards aligning mathematics and language arts programs school wide k-6 to ensure continuity in instruction grade to grade.	Policy and Process	10/14/2013	06/01/2016	\$0	No Funding Required	Principal, SBDM, Leadership Team

Status	Progress Notes	Created On	Created By
In Progress	We are constantly working on our curriculum to align to common core and district standards. We also work on this at our summer curriculum power sessions.	May 12, 2015	Mr. Jon Hall
In Progress	We will continue to work at aligning our curriculum. Our Language Arts will be changed for next school year with addition of Write-Steps Program. This will align K-5 writing curriculum.	May 14, 2014	Mr. Jon Hall

Strategy 2:

Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.

Category:

Research Cited: Best Practice

Activity - Lit Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000	Other	Lit Lab coordinator, principal, RTI team, certified staff
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Status	Progress Notes	Created On	Created By
In Progress	Our Literacy Lab was named a Top Ten lab by those who evaluate the Read To Achieve Grants. Proud of the work they do with fidelity the EIR and Linda Mood Bell Programs.	May 12, 2015	Mr. Jon Hall
In Progress	Our Lit Lab once again was very beneficial as a "model" RTI offering for those K-3 students who struggle with literacy. Our RTI Model is one of our pillars for success.	May 14, 2014	Mr. Jon Hall

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$49000	Other, Read to Achieve	Lit Lab Coordinator, principal

Status	Progress Notes	Created On	Created By
In Progress	Temple Hill Literacy plan continues as written with success according to assessment data at each grade level.	May 12, 2015	Mr. Jon Hall
In Progress	Our Literacy plan has benefited our students this year. Next year the Linda Mood Bell program will only be used in after school program as we received a new RTA reading grant that utilizes EIR program.	May 14, 2014	Mr. Jon Hall

Strategy 3:

Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.

Category: Early Learning

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0	State Funds	Principal, counselor, kindergarten teachers
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Status	Progress Notes	Created On	Created By
In Progress	Our Kindergarten is given the Brigance Screener at the beginning of each school year. This years data showed a decrease in the number of students prepared for Kindergarten.	May 12, 2015	Mr. Jon Hall

Goal 3: PROGRAM REVIEW GOAL - The Program Reviews will show a 10% increase in overall score at Temple Hill Elementary.

Measurable Objective 1:

collaborate to increase the Program Review score by 10% by 05/27/2016 as measured by Program Review Unbridled Learning.

Strategy 1:

Writing and Related Arts Initiative - Based on the current Program Review, areas for improvement were identified. Activities were written to address the areas of weakness.

Category: Stakeholder Engagement

Activity - Dance Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance instruction will be emphasized in PE, Music and by classroom teachers beginning in the 2012-2013 school year.	Academic Support Program	08/10/2012	06/01/2016	\$0	No Funding Required	Principal, all certified staff

Status	Progress Notes	Created On	Created By
In Progress	Two week Dance instruction was completed with a partnership between our Art & Music Teacher and our Physical Education Teacher. The unit was a success.	May 12, 2015	Mr. Jon Hall

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In Progress	Dance is taught with a teaming aspect between PE teachers and Arts & Humanities Teacher in two-week windows for all grade levels. This has been very successful.	May 14, 2014	Mr. Jon Hall
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Activity - GT Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GT students will be identified in the arts.	Other	08/10/2012	06/01/2016	\$0	No Funding Required	Counselor, Principal, teachers

Status	Progress Notes	Created On	Created By
In Progress	G/T students are identified in our intermediate grade levels with differentiation of instruction given as needed. Out primary G/T students are identified and placed in a talent pool until the intermediate grade levels.	May 12, 2015	Mr. Jon Hall
Not Completed	Still working on this activity	May 14, 2014	Mr. Jon Hall

Activity - Integration of AH into Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities instruction will be infused into all areas of the curriculum. Thematic-based instruction will be provided and meet the needs of a variety of learners.	Academic Support Program	08/10/2012	06/01/2016	\$0	No Funding Required	Principal, teachers

Status	Progress Notes	Created On	Created By
In Progress	Arts and Humanities are infused into our curriculum per each grade level.	May 12, 2015	Mr. Jon Hall
Not Completed	We are working toward this activity.	May 14, 2014	Mr. Jon Hall

Activity - Exploratory Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Exploratory activities, assemblies and field trips will be provided which target social studies, science, specific curriculum needs and arts and humanities. Students will be exposed to cultural enrichment and diversity through a variety of cultural activities. BC Health/Wellness will be expanded to include instruction on the "We Can" and 95210 program to promote healthy living through announcements/PE classes and rewards. Career Day will take place for all students at our school. We will survey students prior to this event in order to try to get career professionals for each are of interest.	Academic Support Program	08/10/2012	06/01/2016	\$1000	School Council Funds	Principal, teachers, FRYSC, counselor
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Status	Progress Notes	Created On	Created By
In Progress	Field trips, career days as well as the We Can program to promote positive health have been expanded throughout our district and within our school.	May 12, 2015	Mr. Jon Hall
In Progress	"We Can" has been semi-successful at Temple Hill - hopefully put more energy into this for the upcoming school year.	May 14, 2014	Mr. Jon Hall

Strategy 2:

College and Career Ready - Expose students to both public, private, vocational and technical through orchestrated field trips

Category:

Activity - College and Career Ready Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will plan field trips (in conjunction with existing outings if possible) that will expose Temple Hill Elementary students to a variety of college and career opportunities including both public and private universities and vocational/technical schools.	Field Trip	01/13/2014	06/01/2016	\$3500	Booster Fund	Classroom teachers, principal, counselor

Status	Progress Notes	Created On	Created By
In Progress	Each Grade level is charged with making sure at least one of their field trips are to a college or university in our local area. This has been accomplished with help and guidance from our Family Resource Center and creative scheduling per each trip.	May 12, 2015	Mr. Jon Hall
In Progress	Most of the the grade levels had some sort of exposure to a college or career / technical institution this school year. Next year goal will be for all students to have this exposure.	May 14, 2014	Mr. Jon Hall

Goal 4: NEXT GENERATION PROFESSIONALS: Temple Hill will implement PGES according to the district CEP. The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Measurable Objective 1:

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

(shared) Strategy 1:

Professional Development - Professional development activities will be made available for all teachers.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Awareness training for teachers during summer Curriculum Power Session and principals during Administrators Retreat.	Professional Learning	05/01/2014	06/01/2016	\$0	Other	District CRT, principal

Status	Progress Notes	Created On	Created By
In Progress	Curruculum Power Sessions will continue to refine our curriculum alignment district wide.	May 13, 2015	Mr. Jon Hall
In Progress	Pilot is almost over. There will be school-wide training for upcoming year.	May 14, 2014	Mr. Jon Hall

Activity - Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District CRT's will work with staff during common planning or faculty meeting on how to do self-reflections, verify rosters, and write professional and student growth goals.	Policy and Process	08/01/2014	08/31/2016	\$0	No Funding Required	District CRT, Principal, Teachers

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Status	Progress Notes	Created On	Created By
Completed	CRT's assisted our staff during common planning and staff meetings on all of the PGES steps throughout the school year.	May 13, 2015	Mr. Jon Hall

Activity - In Service Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District In Service days will be available to support professional learning for implementation of PGES according to our district CEP..	Professional Learning	08/01/2014	06/01/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	PD days or Professional Learning Days were provided to the certified and classified staff to meet those individual and group needs.	May 13, 2015	Mr. Jon Hall

Strategy 2:

Peer Observation EDS Module - All teachers will successfully complete the EDS Peer Observation Module

Category: Teacher PGES

Activity - Peer Observation EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the Peer Observation training, in order to become familiar with the peer observation process. A select number of teachers will serve as peer observers based on CEP guidelines.	Academic Support Program	05/30/2014	05/31/2016	\$0	No Funding Required	Principal, certified staff

Status	Progress Notes	Created On	Created By
In Progress	PGES work began and will continue as needed for each section.	May 13, 2015	Mr. Jon Hall

Measurable Objective 2:

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

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(shared) Strategy 1:

Professional Development - Professional development activities will be made available for all teachers.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Awareness training for teachers during summer Curriculum Power Session and principals during Administrators Retreat.	Professional Learning	05/01/2014	06/01/2016	\$0	Other	District CRT, principal

Status	Progress Notes	Created On	Created By
In Progress	Curruculum Power Sessions will continue to refine our curriculum alignment district wide.	May 13, 2015	Mr. Jon Hall
In Progress	Pilot is almost over. There will be school-wide training for upcoming year.	May 14, 2014	Mr. Jon Hall

Activity - Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District CRT's will work with staff during common planning or faculty meeting on how to do self-reflections, verify rosters, and write professional and student growth goals.	Policy and Process	08/01/2014	08/31/2016	\$0	No Funding Required	District CRT, Principal, Teachers

Status	Progress Notes	Created On	Created By
Completed	CRT's assisted our staff during common planning and staff meetings on all of the PGES steps throughout the school year.	May 13, 2015	Mr. Jon Hall

Activity - In Service Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District In Service days will be available to support professional learning for implementation of PGES according to our district CEP..	Professional Learning	08/01/2014	06/01/2016	\$0	No Funding Required	Principal

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Status	Progress Notes	Created On	Created By
In Progress	PD days or Professional Learning Days were provided to the certified and classified staff to meet those individual and group needs.	May 13, 2015	Mr. Jon Hall

Strategy 2:

EDS module - Principals will increase their professional practice by completing EDS module and do the new evaluation system as a pilot with two teachers.

Category:

Activity - EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES for 2014-15	Professional Learning	06/01/2014	05/31/2016	\$400	Other	Principal

Status	Progress Notes	Created On	Created By
Not Completed	PLC will be Fall 2014	May 14, 2014	Mr. Jon Hall

Strategy 3:

Principal Professional Learning - Principals will participate in the Lead to Learn Grant and will attend associated trainings.

Category: Professional Learning & Support

Activity - Lead to Learn Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in training provided by GRREC through the Lead to Learn Grant, including Data Retreat, Data Teams and/or Visible Learning.	Professional Learning	05/01/2014	07/01/2016	\$5000	Grant Funds	Principal

Status	Progress Notes	Created On	Created By
In Progress	Principal was part of the Lead to Learn Grant through GRREC and this work will continue for the 2015-2016 school year.	May 13, 2015	Mr. Jon Hall

Goal 5: Temple Hill 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 the district training, 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

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings	Policy and Process	10/31/2015	10/31/2016	\$0	No Funding Required	Principal

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	10/31/2015	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 goals in the School Report Card.	Professional Learning	10/31/2015	10/31/2017	\$0	No Funding Required	Principal or designee

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Activity - Data Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will have data visualization 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	\$100	General Fund	Principal or designee

Activity - Student Ownership of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will conference with students to help them identify growth in MAP and STAR on objectives that can address their individual learning targets. Students will monitor their own growth, 3 times per year.	Academic Support Program	10/31/2015	10/31/2017	\$0	No Funding Required	Classroom Teacher, principal

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve Grant	Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$6000	Literacy Lab Coordinator Principal Americorp Staff
College and Career Ready Field Trips	Each grade level will plan field trips (in conjunction with existing outings if possible) that will expose Temple Hill Elementary students to a variety of college and career opportunities including both public and private universities and vocational/technical schools.	Field Trip	01/13/2014	06/01/2016	\$3500	Classroom teachers, principal, counselor
Total					\$9500	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Plan	Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$48500	Lit Lab Coordinator, principal
Total					\$48500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve Grant	Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$48000	Literacy Lab Coordinator Principal Americorp Staff

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Kindergarten Screening	All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0	Principal, counselor, kindergarten teachers
Total					\$48000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds	ECE teachers will implement research based strategies using Hattie's and Mitchell's research with fidelity. A Problem of Practice (POP) will be identified and ECE dept. will conduct walk-thrus/ instructional rounds.	Academic Support Program	11/23/2015	11/30/2017	\$0	ECE teachers
PLCs	Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.	Professional Learning	10/31/2015	10/31/2017	\$0	Principal or designee
Professional Development Academies	100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0	Principal Certified Teachers District Curriculum Resource Teachers
Research Based Strategies Grade Level Instruction	ECE students will receive grade level instruction in reading and math on common core standards in resource and/or co-taught classes with respect to prerequisite skills which must build to result in that standard mastery, using research based strategies (Hattie's Visible Learning and What Really Works? by Mitchell).	Academic Support Program	11/23/2015	11/30/2017	\$0	ECE teachers, classroom teachers
Cut Scores Review	ECE teachers will identify students, according to cut scores, who are close to moving from one level to another and identify strategies to increase chances of upward movement.	Academic Support Program	11/23/2015	11/30/2017	\$0	ECE teacher, BAC, classroom teacher
Student Ownership of Data	Our school will conference with students to help them identify growth in MAP and STAR on objectives that can address their individual learning targets. Students will monitor their own growth, 3 times per year.	Academic Support Program	10/31/2015	10/31/2017	\$0	Classroom Teacher, principal
Dance Instruction	Dance instruction will be emphasized in PE, Music and by classroom teachers beginning in the 2012-2013 school year.	Academic Support Program	08/10/2012	06/01/2016	\$0	Principal, all certified staff
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.	Policy and Process	10/31/2015	10/31/2017	\$0	Principal or designees
School Data Leadership Team	Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings	Policy and Process	10/31/2015	10/31/2016	\$0	Principal

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In Service Days	District In Service days will be available to support professional learning for implementation of PGES according to our district CEP..	Professional Learning	08/01/2014	06/01/2016	\$0	Principal
Best Instructional Practices	Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught.. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0	Certified Staff V Team District Curriculum Resource Teacher Principal
Equity Issues Addressed	Identified issues of equity will be addressed through instructional delivery and differentiation (GSSP and IEP documents), Academic Intensive Assistance Plans for At Risk Students.	Academic Support Program	08/30/2013	06/01/2016	\$0	Counselor, Certified Teachers, Principal
Team Training	The School Data Leadership team will participate in data analysis protocol teacher level training specific to novice reduction	Professional Learning	10/31/2015	10/31/2017	\$0	Principal or designee
Increased Attendance	Our attendance goal for the school year will be to attain or surpass 97% attendance. It is critical for students to be in school on a regular basis for maximum learning.	Academic Support Program	08/01/2013	06/01/2016	\$0	Principal Staff FRC Counselor
Integration of AH into Curriculum	Arts and Humanities instruction will be infused into all areas of the curriculum. Thematic-based instruction will be provided and meet the needs of a variety of learners.	Academic Support Program	08/10/2012	06/01/2016	\$0	Principal, teachers
Curriculum Alignment	Work towards aligning mathematics and language arts programs school wide k-6 to ensure continuity in instruction grade to grade.	Policy and Process	10/14/2013	06/01/2016	\$0	Principal, SBDM, Leadership Team
RTI like services	ECE students performing below 20th percentile according to Spring MAP (when available) in reading and/or math will receive RTI like services.	Academic Support Program	11/23/2015	10/31/2017	\$0	ECE staff
Utilize a Variety of Assessments	Teachers will employ a variety of assessments of student performance, including constructive response items, learning logs, projects and performances, culminating events, teacher-made tests, etc. The assessments will be incorporated within the curriculum to allow students a variety and choice in how they "show they know" the material. Evidence collection will reflect this variety of assessment. Monthly analysis and feedback on student work collections will be provided to improve instruction and student performance. Student proficiency standards will be applied in this process.	Academic Support Program	08/07/2013	06/01/2016	\$0	Certified Staff Principal
GT Identification	GT students will be identified in the arts.	Other	08/10/2012	06/01/2016	\$0	Counselor, Principal, teachers

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Utilize Rubrics	Teachers and students will develop and utilize specific academic rubrics, which reflect higher order thinking skills and application.	Academic Support Program	08/05/2013	06/01/2016	\$0	Certified Staff Principal
Training Sessions	District CRT's will work with staff during common planning or faculty meeting on how to do self-reflections, verify rosters, and write professional and student growth goals.	Policy and Process	08/01/2014	08/31/2016	\$0	District CRT, Principal, Teachers
Curriculum Map Updates	Curriculum maps will be revised to reflect curriculum changes (with new KCAS), make connections between disciplines, and incorporate higher order thinking skills. Teachers will participate in district and school level Curriculum Power Sessions to focus on revisions and any updates to "I Can" statements and unit development.	Academic Support Program	06/07/2013	06/01/2016	\$0	Principal District Curriculum Resource Teacher Certified Staff
Peer Observation EDS Module	All teachers will complete the Peer Observation training, in order to become familiar with the peer observation process. A select number of teachers will serve as peer observers based on CEP guidelines.	Academic Support Program	05/30/2014	05/31/2016	\$0	Principal, certified staff
Authentic Real World Connections	Authentic, real-life connections will be made to enhance student learning. Lesson plans, essential questions-I Can Statements, observations and evidence collection will reflect these connections. I Can Statements/objectives will be written on the board for each lesson objective taught. Teachers will refer to these before, during and the end of each lesson the objective taught.	Academic Support Program	08/01/2013	06/01/2016	\$0	Principal, Certified Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Charts	Our school will have data visualization 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	\$100	Principal or designee
ECE Student Ownership of DATA	ECE students and parents will have understanding of short term goals based on self-analysis of data (IEP progress monitoring, MAP, STAR, Kprep etc).	Academic Support Program	11/23/2015	11/30/2016	\$100	ECE teacher, classroom teacher
Total					\$200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On Grade Level Goal	A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0	Principal All Certified Staff

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Resource Center Availability	Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0	Principal Family Resource Center Coordinator
Guidance Support	Group guidance, individual guidance, small groups with special emphasis, and support groups will be provided to students in all grade levels, K-6	Academic Support Program	08/07/2013	08/31/2016	\$0	Guidance Counselor
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EDS Module	Principal and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES for 2014-15	Professional Learning	06/01/2014	05/31/2016	\$400	Principal
Literacy Plan	Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$500	Lit Lab Coordinator, principal
Professional Development	Awareness training for teachers during summer Curriculum Power Session and principals during Administrators Retreat.	Professional Learning	05/01/2014	06/01/2016	\$0	District CRT, principal
Lit Lab	All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000	Lit Lab coordinator, principal, RTI team, certified staff
Total					\$100900	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Reading and Math	STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$1000	Classroom teachers, Principal, counselor and support staff
Lead to Learn Participation	Principal will participate in training provided by GRREC through the Lead to Learn Grant, including Data Retreat, Data Teams and/or Visible Learning.	Professional Learning	05/01/2014	07/01/2016	\$5000	Principal
Total					\$6000	

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School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Reading and Math	STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$779	Classroom teachers, Principal, counselor and support staff
Exploratory Activities	Exploratory activities, assemblies and field trips will be provided which target social studies, science, specific curriculum needs and arts and humanities. Students will be exposed to cultural enrichment and diversity through a variety of cultural activities. BC Health/Wellness will be expanded to include instruction on the "We Can" and 95210 program to promote healthy living through announcements/PE classes and rewards. Career Day will take place for all students at our school. We will survey students prior to this event in order to try to get career professionals for each are of interest.	Academic Support Program	08/10/2012	06/01/2016	\$1000	Principal, teachers, FRYSC, counselor
MAP, STAR, Aims Web	MAP online, STAR Reading and Math and Aims Web will be utilized as an assessment tool for progress monitoring for RTI and ECE students. Data will be analyzed frequently to inform instruction to assist students in reaching proficiency.	Academic Support Program	08/07/2013	06/01/2016	\$300	Literacy Lab Coordinator Principal
Total					\$2079	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	ECE students' progress will be monitored weekly in reading and/or math using STAR/AimsWeb and changes made when progress is not being made (3 pts. below). STAR monitoring may be done with accommodations on IEP, MAP testing will be done without accommodations for those content areas in accordance with MAP guidelines. Students not making progress will be discussed at monthly PLC's	Academic Support Program	11/23/2015	10/31/2017	\$1000	ECE teachers
Total					\$1000	

KDE Needs Assessment

DRAFT

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?

Our staff is trying to understand our deficits in the area of reading via our K-PREP assessment data. We are looking at each individual reading program / strategy we offer students at all levels to decide the best course of possible changes, corrections or additions to improve our scores in this area. The data tells us that we have a fluency issue with many of our students grades three through six. This fluency issue is also evident in lower primary. The K-PREP data does not break down individual students stands with as much detail as some other programs such as NWEA and MAP data. We recently purchased STAR Enterprise Reading and Math to further break down student performance on strands and projected proficiency along with resources to address skills. Teachers utilize this data and other sources to make adjustments to instruction.

DRAFT

Areas of Strengths

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

Our school celebrated many areas of strength. Math was an area in which our school scored well above district and state average in all grade levels assessed. We also were strong in Social Studies, Science and writing. In 2015, our School was labelled a Distinguished/Progressing High Performing School based on the K-PREP.

We are continuing all programs / strategies to maintain and grow our student in areas of strength. Our district is also working on revamping the district writing program with help from a writing leader at each school. This year our school will participate in the MATH Plus Grant.

DRAFT

Opportunities for Improvement

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

Our schools opportunity for improvement is in the area of literacy, especially in the area of fluency according to the K-PREP data. We are going to begin doing more fluency reading check-outs for most grade levels. Our Literacy Lab has purchased a program called "Read Naturally", which will assist those struggling readers in the area of fluency in second and third grades. Our Literacy Lab and the new EIR program were also revamped to address student needs.

DRAFT

Conclusion

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

We will continue to evaluate and monitor all aspects of our school and will work collaboratively to address areas of concern. We will also monitor the implementation of our CSIP to ensure that our goals are being effectively addressed and report to the SBDM monthly. Next steps are already in place to address our literacy needs through fluency check outs and the Read Naturally Program. Also the District Writing Committee work will help address writing needs across the district.

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:

GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

Strategy1:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

Activity - On Grade Level Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0 - District Funding	Principal All Certified Staff

Activity - Resource Center Availability	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0 - District Funding	Principal Family Resource Center Coordinator

Goal 2:

KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as

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measured by KPrep Scores.

Strategy1:

Curriculum and Assessment - Temple Hill Elementary will fully align curriculum and assessment to that students are being taught appropriate content and that students are mastering content taught.

Category:

Research Cited: Best Practice

Activity - Best Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught.. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Certified Staff V Team District Curriculum Resource Teacher Principal

Activity - Professional Development Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0 - No Funding Required	Principal Certified Teachers District Curriculum Resource Teachers

Narrative:

The main lower areas within the TELL Survey seemed to be related to professional development and the follow up. Another lower area was the delayed Kprep scores. THE purchased STAR in order to have timely data for the interim periods.

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

Goal 1:

GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

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Strategy1:

CSIP - Temple Hill's CSIP will be updated to reflect specific goals for Gap reduction and Proficiency to ensure all students receive the best education possible.

Category:

Research Cited:

Activity - Equity Issues Addressed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified issues of equity will be addressed through instructional delivery and differentiation (GSSP and IEP documents), Academic Intensive Assistance Plans for At Risk Students.	Academic Support Program	08/30/2013	06/01/2016	\$0 - No Funding Required	Counselor, Certified Teachers, Principal

Strategy2:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

Activity - Read to Achieve Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$6000 - Booster Fund \$48000 - State Funds	Literacy Lab Coordinator Principal Americorp Staff

Activity - Resource Center Availability	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0 - District Funding	Principal Family Resource Center Coordinator

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$779 - School Council Funds \$1000 - Grant Funds	Classroom teachers, Principal, counselor and support staff

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Activity - On Grade Level Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0 - District Funding	Principal All Certified Staff

Activity - MAP, STAR, Aims Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP online, STAR Reading and Math and Aims Web will be utilized as an assessment tool for progress monitoring for RTI and ECE students. Data will be analyzed frequently to inform instruction to assist students in reaching proficiency.	Academic Support Program	08/07/2013	06/01/2016	\$300 - School Council Funds	Literacy Lab Coordinator Principal

Activity - Guidance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Group guidance, individual guidance, small groups with special emphasis, and support groups will be provided to students in all grade levels, K-6	Academic Support Program	08/07/2013	08/31/2016	\$0 - District Funding	Guidance Counselor

Goal 2:

KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

Strategy1:

Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0 - State Funds	Principal, counselor, kindergarten teachers

Strategy2:

Curriculum and Assessment - Temple Hill Elementary will fully align curriculum and assessment to that students are being taught appropriate content and that students are mastering content taught.

Category:

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Research Cited: Best Practice

Activity - Professional Development Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0 - No Funding Required	Principal Certified Teachers District Curriculum Resource Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work towards aligning mathematics and language arts programs school wide k-6 to ensure continuity in instruction grade to grade.	Policy and Process	10/14/2013	06/01/2016	\$0 - No Funding Required	Principal, SBDM, Leadership Team

Activity - Curriculum Map Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum maps will be revised to reflect curriculum changes (with new KCAS), make connections between disciplines, and incorporate higher order thinking skills. Teachers will participate in district and school level Curriculum Power Sessions to focus on revisions and any updates to "I Can" statements and unit development.	Academic Support Program	06/07/2013	06/01/2016	\$0 - No Funding Required	Principal District Curriculum Resource Teacher Certified Staff

Activity - Best Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Certified Staff V Team District Curriculum Resource Teacher Principal

Activity - Utilize Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will develop and utilize specific academic rubrics, which reflect higher order thinking skills and application.	Academic Support Program	08/05/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

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Activity - Authentic Real World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Authentic, real-life connections will be made to enhance student learning. Lesson plans, essential questions-I Can Statements, observations and evidence collection will reflect these connections. I Can Statements/objectives will be written on the board for each lesson objective taught. Teachers will refer to these before, during and the end of each lesson the objective taught.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal, Certified Teachers

Activity - Increased Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our attendance goal for the school year will be to attain or surpass 97% attendance. It is critical for students to be in school on a regular basis for maximum learning.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal Staff FRC Counselor

Activity - Utilize a Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ a variety of assessments of student performance, including constructive response items, learning logs, projects and performances, culminating events, teacher-made tests, etc. The assessments will be incorporated within the curriculum to allow students a variety and choice in how they "show they know" the material. Evidence collection will reflect this variety of assessment. Monthly analysis and feedback on student work collections will be provided to improve instruction and student performance. Student proficiency standards will be applied in this process.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy3:

Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.

Category:

Research Cited: Best Practice

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$500 - Other \$48500 - Read to Achieve	Lit Lab Coordinator, principal

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Activity - Lit Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000 - Other	Lit Lab coordinator, principal, RTI team, certified staff

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

Goal 1:
 KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:
 collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

Strategy1:
 Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.
 Category: Early Learning
 Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0 - State Funds	Principal, counselor, kindergarten teachers

Strategy2:
 Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.
 Category:
 Research Cited: Best Practice

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$48500 - Read to Achieve \$500 - Other	Lit Lab Coordinator, principal

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Activity - Lit Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000 - Other	Lit Lab coordinator, principal, RTI team, certified staff

Narrative:

All students were screened with Brigance. Additional school level screenings were completed GRADE, KTEA-Math, AIMS Web

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

Goal 1:

GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

Strategy1:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

Activity - Read to Achieve Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$6000 - Booster Fund \$48000 - State Funds	Literacy Lab Coordinator Principal Americorp Staff

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$1000 - Grant Funds \$779 - School Council Funds	Classroom teachers, Principal, counselor and support staff

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Goal 2:

KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

Strategy1:

Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0 - State Funds	Principal, counselor, kindergarten teachers

Strategy2:

Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.

Category:

Research Cited: Best Practice

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$500 - Other \$48500 - Read to Achieve	Lit Lab Coordinator, principal

Activity - Lit Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000 - Other	Lit Lab coordinator, principal, RTI team, certified staff

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

Goal 1:

GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

Strategy1:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

Activity - MAP, STAR, Aims Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP online, STAR Reading and Math and Aims Web will be utilized as an assessment tool for progress monitoring for RTI and ECE students. Data will be analyzed frequently to inform instruction to assist students in reaching proficiency.	Academic Support Program	08/07/2013	06/01/2016	\$300 - School Council Funds	Literacy Lab Coordinator Principal

Activity - Guidance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Group guidance, individual guidance, small groups with special emphasis, and support groups will be provided to students in all grade levels, K-6	Academic Support Program	08/07/2013	08/31/2016	\$0 - District Funding	Guidance Counselor

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$1000 - Grant Funds \$779 - School Council Funds	Classroom teachers, Principal, counselor and support staff

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Activity - Resource Center Availability	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0 - District Funding	Principal Family Resource Center Coordinator

Activity - Read to Achieve Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$6000 - Booster Fund \$48000 - State Funds	Literacy Lab Coordinator Principal Americorp Staff

Activity - On Grade Level Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0 - District Funding	Principal All Certified Staff

Strategy2:

CSIP - Temple Hill's CSIP will be updated to reflect specific goals for Gap reduction and Proficiency to ensure all students receive the best education possible.

Category:

Research Cited:

Activity - Equity Issues Addressed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified issues of equity will be addressed through instructional delivery and differentiation (GSSP and IEP documents), Academic Intensive Assistance Plans for At Risk Students.	Academic Support Program	08/30/2013	06/01/2016	\$0 - No Funding Required	Counselor, Certified Teachers, Principal

Goal 2:

KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

Strategy1:

Curriculum and Assessment - Temple Hill Elementary will fully align curriculum and assessment to that students are being taught

SY 2015-2016

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appropriate content and that students are mastering content taught.

Category:

Research Cited: Best Practice

Activity - Best Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught.. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Certified Staff V Team District Curriculum Resource Teacher Principal

Activity - Utilize Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will develop and utilize specific academic rubrics, which reflect higher order thinking skills and application.	Academic Support Program	08/05/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

Activity - Professional Development Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0 - No Funding Required	Principal Certified Teachers District Curriculum Resource Teachers

Activity - Utilize a Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ a variety of assessments of student performance, including constructive response items, learning logs, projects and performances, culminating events, teacher-made tests, etc. The assessments will be incorporated within the curriculum to allow students a variety and choice in how they "show they know" the material. Evidence collection will reflect this variety of assessment. Monthly analysis and feedback on student work collections will be provided to improve instruction and student performance. Student proficiency standards will be applied in this process.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

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Activity - Authentic Real World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Authentic, real-life connections will be made to enhance student learning. Lesson plans, essential questions-I Can Statements, observations and evidence collection will reflect these connections. I Can Statements/objectives will be written on the board for each lesson objective taught. Teachers will refer to these before, during and the end of each lesson the objective taught.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal, Certified Teachers

Activity - Curriculum Map Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum maps will be revised to reflect curriculum changes (with new KCAS), make connections between disciplines, and incorporate higher order thinking skills. Teachers will participate in district and school level Curriculum Power Sessions to focus on revisions and any updates to "I Can" statements and unit development.	Academic Support Program	06/07/2013	06/01/2016	\$0 - No Funding Required	Principal District Curriculum Resource Teacher Certified Staff

Activity - Increased Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our attendance goal for the school year will be to attain or surpass 97% attendance. It is critical for students to be in school on a regular basis for maximum learning.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal Staff FRC Counselor

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work towards aligning mathematics and language arts programs school wide k-6 to ensure continuity in instruction grade to grade.	Policy and Process	10/14/2013	06/01/2016	\$0 - No Funding Required	Principal, SBDM, Leadership Team

Strategy2:

Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.

Category:

Research Cited: Best Practice

Activity - Lit Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000 - Other	Lit Lab coordinator, principal, RTI team, certified staff

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Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$48500 - Read to Achieve \$500 - Other	Lit Lab Coordinator, principal

Strategy3:

Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0 - State Funds	Principal, counselor, kindergarten teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP REDUCTION GOAL - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4 % in 2014 to 75.7% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Temple Hill Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.4% to 66% by 06/30/2016 as measured by K-PREP scores.

Strategy1:

Progress Monitoring - Teachers will monitor the progress of all students. Students on grade level will be monitored 3 times per year with NWEA MAP and a variety of formative assessments. At risk students will be monitored weekly or bi weekly with AIMS Web and a variety of program based and formative assessments. Data will be analyzed to inform instruction to insure proficiency for all students.

Category:

Research Cited: Linda Mood Bell, Aims Web Norms, NWEA Norming, Reading Mastery, Reading Streets, Saxon Math

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Activity - On Grade Level Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A goal will be set at Temple Hill Elementary for 95% of all students 2nd through 6th grade to be reading at or above grade level by the end of each school year based on NWEA Map Assessment (Comparative Data Chart).	Academic Support Program	08/07/2013	06/01/2016	\$0 - District Funding	Principal All Certified Staff

Activity - Resource Center Availability	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Temple Hill Family Resource Center will be available to Temple Hill students and families as an avenue to help reduce barriers to learning. Information will be given to families regarding the services available and a log of contacts will be maintained.	Academic Support Program	08/10/2012	06/01/2016	\$0 - District Funding	Principal Family Resource Center Coordinator

Activity - Read to Achieve Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Assistance K-3 for students who are performing below grade level will be served through the Lit Lab which will be paid for through Read to Achieve (RTA) grant and supplemented through the Americorp Program	Academic Support Program	09/04/2012	06/01/2016	\$48000 - State Funds \$6000 - Booster Fund	Literacy Lab Coordinator Principal Americorp Staff

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise for Reading and Math will be utilized to monitor all students K through 6th in math and reading. Data will be used in monthly PLC meetings and common planning with all 2nd through 6th grade teachers to review progress> made correlated to proficiency projections. STAR Early Literacy will be utilized beginning August, 2015.	Academic Support Program	09/01/2014	06/01/2016	\$1000 - Grant Funds \$779 - School Council Funds	Classroom teachers, Principal, counselor and support staff

Activity - MAP, STAR, Aims Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP online, STAR Reading and Math and Aims Web will be utilized as an assessment tool for progress monitoring for RTI and ECE students. Data will be analyzed frequently to inform instruction to assist students in reaching proficiency.	Academic Support Program	08/07/2013	06/01/2016	\$300 - School Council Funds	Literacy Lab Coordinator Principal

Activity - Guidance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Group guidance, individual guidance, small groups with special emphasis, and support groups will be provided to students in all grade levels, K-6	Academic Support Program	08/07/2013	08/31/2016	\$0 - District Funding	Guidance Counselor

Strategy2:

CSIP - Temple Hill's CSIP will be updated to reflect specific goals for Gap reduction and Proficiency to ensure all students receive the best education possible.

KDE Comprehensive School Improvement Plan

Temple Hill Elementary School

Category:

Research Cited:

Activity - Equity Issues Addressed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified issues of equity will be addressed through instructional delivery and differentiation (GSSP and IEP documents), Academic Intensive Assistance Plans for At Risk Students.	Academic Support Program	08/30/2013	06/01/2016	\$0 - No Funding Required	Counselor, Certified Teachers, Principal

Goal 2:
 KPREP ACHIEVEMENT GOAL - Increase the average combined reading and math K-Prep scores for elementary and middle school students from 59.8% in 2014 to 78.6% in 2017 (Long Term Delivery Target).

Measurable Objective 1:
 collaborate to increase the averaged combined reading and math K-Prep scores to 70% at Temple Hill Elementary by 12/30/2015 as measured by KPrep Scores.

Strategy1:
 Literacy Initiative - By focusing on our school wide literacy initiative we will increase proficiency for all students at Temple Hill Elementary.
 Category:
 Research Cited: Best Practice

Activity - Lit Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All available resources such as parent working one-on-one, volunteers, The Learning Core (TLC), migrant program personnel, instructional assistants and the Literacy Lab will focus on reading with individuals and small groups, as well as literacy for all (schedules).	Academic Support Program	08/01/2013	06/01/2016	\$100000 - Other	Lit Lab coordinator, principal, RTI team, certified staff

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our literacy plan will be implemented in alignment with the Academic Business Plan for the district. The lab will utilize EIR materials. It will also incorporate the multi-sensory program Linda Mood Bell which focuses on literacy development in our at risk K-3 grade students. Earobics will be utilized by our at risk student and all K-1 students.	Academic Support Program	08/01/2014	06/01/2016	\$500 - Other \$48500 - Read to Achieve	Lit Lab Coordinator, principal

Strategy2:
 Curriculum and Assessment - Temple Hill Elementary will fully align curriculum and assessment to that students are being taught appropriate content and that students are mastering content taught.

Category:

KDE Comprehensive School Improvement Plan

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Research Cited: Best Practice

Activity - Utilize a Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ a variety of assessments of student performance, including constructive response items, learning logs, projects and performances, culminating events, teacher-made tests, etc. The assessments will be incorporated within the curriculum to allow students a variety and choice in how they "show they know" the material. Evidence collection will reflect this variety of assessment. Monthly analysis and feedback on student work collections will be provided to improve instruction and student performance. Student proficiency standards will be applied in this process.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

Activity - Best Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher lessons will demonstrate a variety of instructional strategies. Lesson plans, student work and observable activities will reflect these strategies. Formative assessments will be used after each learning goal is taught.. Teachers will be engaged with the students during the entire class period. All teacher will demonstrate knowledge and use of technology as measured by student products. Technology will be utilized in all areas of the curriculum. Read Write Gold, Compass Learning and the effective use of Smart Boards will be integrated into all subject areas.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Certified Staff V Team District Curriculum Resource Teacher Principal

Activity - Increased Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our attendance goal for the school year will be to attain or surpass 97% attendance. It is critical for students to be in school on a regular basis for maximum learning.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal Staff FRC Counselor

Activity - Professional Development Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of teachers at THES will participate in district grade level academies and curriculum power sessions focusing on instructional strategies and assessment to improve the quality and variety of assessments that are used to evaluate student learning in all content areas.	Professional Learning	06/03/2013	06/01/2016	\$0 - No Funding Required	Principal Certified Teachers District Curriculum Resource Teachers

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Activity - Authentic Real World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Authentic, real-life connections will be made to enhance student learning. Lesson plans, essential questions-I Can Statements, observations and evidence collection will reflect these connections. I Can Statements/objectives will be written on the board for each lesson objective taught. Teachers will refer to these before, during and the end of each lesson the objective taught.	Academic Support Program	08/01/2013	06/01/2016	\$0 - No Funding Required	Principal, Certified Teachers

Activity - Curriculum Map Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum maps will be revised to reflect curriculum changes (with new KCAS), make connections between disciplines, and incorporate higher order thinking skills. Teachers will participate in district and school level Curriculum Power Sessions to focus on revisions and any updates to "I Can" statements and unit development.	Academic Support Program	06/07/2013	06/01/2016	\$0 - No Funding Required	Principal District Curriculum Resource Teacher Certified Staff

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work towards aligning mathematics and language arts programs school wide k-6 to ensure continuity in instruction grade to grade.	Policy and Process	10/14/2013	06/01/2016	\$0 - No Funding Required	Principal, SBDM, Leadership Team

Activity - Utilize Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will develop and utilize specific academic rubrics, which reflect higher order thinking skills and application.	Academic Support Program	08/05/2013	06/01/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy3:

Kindergarten Screening - All incoming kindergarten students will be screened using Brigance.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be given the Brigance Screener and teachers will identify steps to help eliminate gaps in readiness skills.	Academic Support Program	07/14/2014	09/15/2016	\$0 - State Funds	Principal, counselor, kindergarten teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

PROGRAM REVIEW GOAL - The Program Reviews will show a 10% increase in overall score at Temple Hill Elementary.

Measurable Objective 1:

collaborate to increase the Program Review score by 10% by 05/27/2016 as measured by Program Review Unbridled Learning.

Strategy1:

Writing and Related Arts Initiative - Based on the current Program Review, areas for improvement were identified. Activities were written to address the areas of weakness.

Category: Stakeholder Engagement

Research Cited:

Activity - Dance Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance instruction will be emphasized in PE, Music and by classroom teachers beginning in the 2012-2013 school year.	Academic Support Program	08/10/2012	06/01/2016	\$0 - No Funding Required	Principal, all certified staff

Activity - Exploratory Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exploratory activities, assemblies and field trips will be provided which target social studies, science, specific curriculum needs and arts and humanities. Students will be exposed to cultural enrichment and diversity through a variety of cultural activities. BC Health/Wellness will be expanded to include instruction on the "We Can" and 95210 program to promote healthy living through announcements/PE classes and rewards. Career Day will take place for all students at our school. We will survey students prior to this event in order to try to get career professionals for each are of interest.	Academic Support Program	08/10/2012	06/01/2016	\$1000 - School Council Funds	Principal, teachers, FRYSC, counselor

Activity - GT Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GT students will be identified in the arts.	Other	08/10/2012	06/01/2016	\$0 - No Funding Required	Counselor, Principal, teachers

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Activity - Integration of AH into Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities instruction will be infused into all areas of the curriculum. Thematic-based instruction will be provided and meet the needs of a variety of learners.	Academic Support Program	08/10/2012	06/01/2016	\$0 - No Funding Required	Principal, teachers

Strategy2:

College and Career Ready - Expose students to both public, private, vocational and technical through orchestrated field trips

Category:

Research Cited:

Activity - College and Career Ready Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will plan field trips (in conjunction with existing outings if possible) that will expose Temple Hill Elementary students to a variety of college and career opportunities including both public and private universities and vocational/technical schools.	Field Trip	01/13/2014	06/01/2016	\$3500 - Booster Fund	Classroom teachers, principal, counselor

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		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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The Missing Piece

DRAFT

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.

DRAFT

Stakeholders

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

SBDM Council members were engaged to complete the Missing Piece Diagnostic.

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Relationship Building

Overall Rating: 3.43

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

DRAFT

Decision Making

Overall Rating: 2.43

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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	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: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

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

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

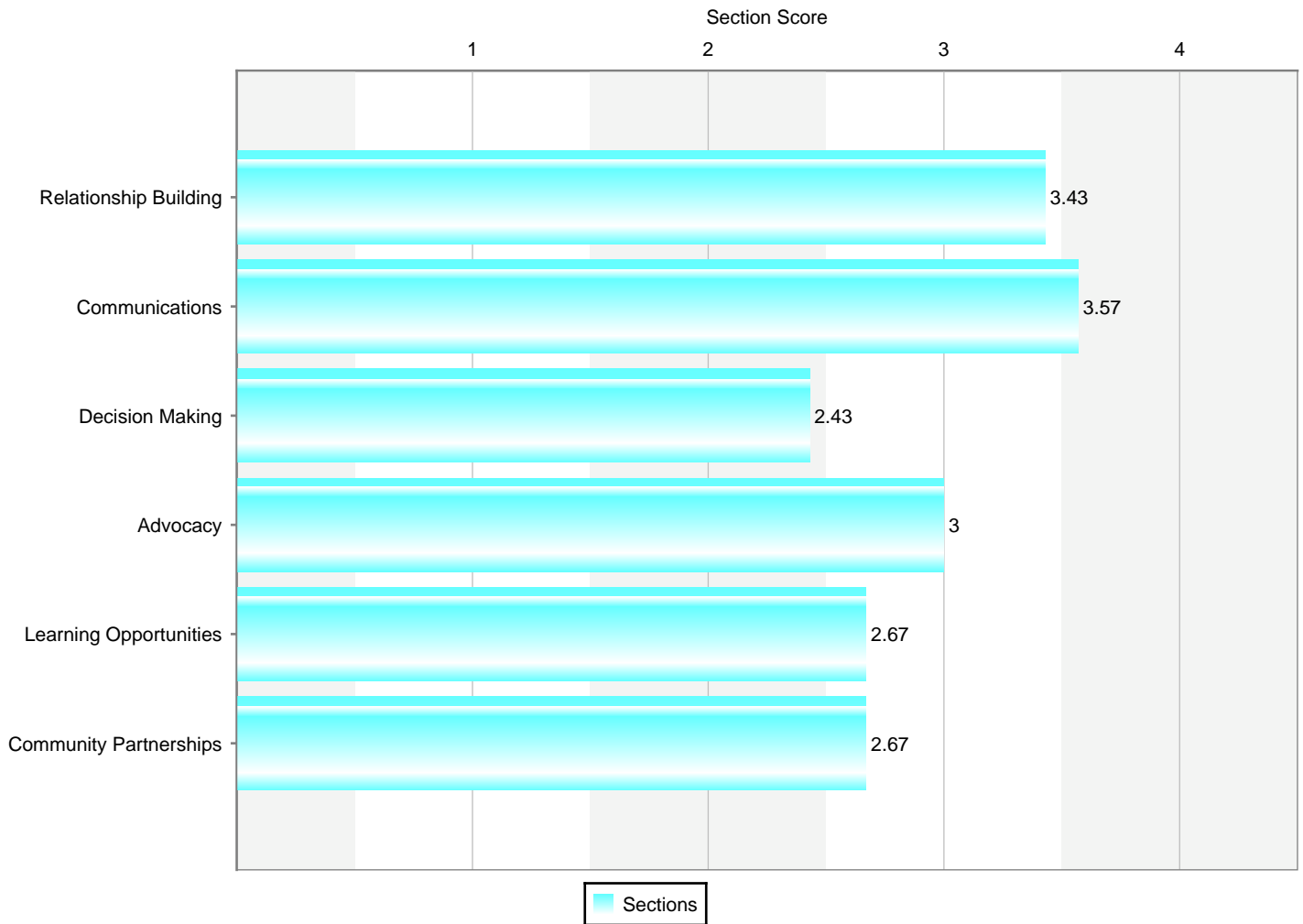
Reflect upon your responses to each of the Missing Piece objectives.

As a school, we believe that our strengths are actively informing parents on student achievement, committees and various activities within the school. We feel that we are weaker in actively involving parents in these same activities.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

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.

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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.

Temple Hill Elementary utilizes a process which involves a two fold process. We formed committees which looked at identified needs and developed strategies and activities to address. The committees were made up of teachers who a given a charge to review and revise CSIP, as well as identify new areas of focus. SBDM reviewed the recommendations to receive receive parent input. We also utilized the TELL data. Meetings were held after school and SBDM had a working session.

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

Teachers, parents, and administration participated in the process. Committee chairs led the committee. Each committee was given a charge so they would be aware of their roles.

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

SBDM approved and the CSIP was placed on the school and district website. A hard copy was also given to all staff members. Components are reviewed monthly during SBDM council meetings.

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	9-16-13	

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

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

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	9-13-2015, 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 were reviewed as part of the opening day trainings- 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		

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

Temple Hill 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 the fire marshalls 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.	

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	Temple Hill has a file documenting this in the office. The district also maintains this documentation at central 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		

What are the barriers identified?

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

What sources of data were used to determine the barriers?

- Principal interview
- School and District Report Card-multiple year review
- TELL Survey
- School Level Surveys
- New Teacher Surveys

What are the root causes of those identified barriers?

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

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

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

Equitable Access Strategies

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

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

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

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

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

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

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

Recruitment fairs

Lead to Learn Grant GRREC

DATA Teams in Science and SS

CRT modeling lessons for new teachers

Pairing new teachers with mentors.

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

Provide district support with CRTs serving as mentors

Side by side coaching

on going induction support and professional learning

CRTs modeling lessons for new teachers

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

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

There are no out of field teachers according to our data

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

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

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

By reviewing the working conditions at our school we are fortunate to have consistently high scores. We continually use TELL results to evaluate the working conditions within our school. With the implementation of the New Teacher Induction Process we believe we can increase the professional learning needs of our teachers. We will continue to work with GRREC partnerships to support our teachers.

Questions

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

See goals and plans section:

NGE Professionals Goal and Proficiency Goal

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