



KDE Comprehensive School Improvement Plan

South Todd Elementary School
Todd County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

South Todd Elementary is located in the southern half of Todd County. We serve the students of Allensville, Guthrie, Trenton, Elkton and all rural areas in between. Our school has approximately 600 students preschool through 5th grade. Most of our students come from homes of low income. 70% of our students are eligible to receive free or reduced breakfast and lunch. Demographics of our student population is: 67% Caucasian, 16% African American, 10% Hispanic and 6.5% two or more races. South Todd Elementary doors have been open since 1988 and has become a hub for students and parents.

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.

South Todd Elementary's mission is to partner with students, parents and our community to provide an environment where all students strive for personal excellence and achieve proficiency on state standards through a comprehensive system of support and interventions. Our vision is to ensure that students and teachers experience success everyday at South Todd. We believe that every student will be an enthusiastic, life-long learner and a productive citizen. We believe every student will be a successful learner and strive to reach his/her potential. We believe in order to teach the whole child, we must develop and maintain positive relationships with students, families, and communities. We believe that inside every child is a hidden strength, an unknown ability.. a hero to be discovered.

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.

South Todd Elementary scored in the 70th percentile on the Spring 2014 K-PREP test designating it as proficient. South Todd students and staff are working diligently to close the achievement gaps.

Additional Information

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

South Todd Elementary is supported by the community and parents logging over 3500 volunteer hours. Volunteers perform a variety of services for our students such as tutoring in reading and math. Teachers keep parents informed of their child's progress through face to face conferences, telephone conferences, home visits, progress reports and other forms of technology. 95% of all parents attend at least 1 parent teacher conference per year.

Comprehensive School Improvement Plan 2014- 15

Overview

Plan Name

Comprehensive School Improvement Plan 2014-15

Plan Description

Goals for 2014-15 School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the combined reading and math percentage as measured on K-PREP from 57.2% to 74.3% in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
2	To score proficient on all program reviews including: Arts and Humanities, PLVS, Writing and Primary Program K-3.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Students at South Todd Elementary will create, respond and perform to the Arts.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All parents of South Todd Elementary students will be involved in their child's education.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$600
5	All preschool students who are age eligible to attend Kindergarten will participate in transition activities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
6	All teachers will be surveyed to determine professional development needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3000

Goal 1: Increase the combined reading and math percentage as measured on K-PREP from 57.2% to 74.3% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the overall reading and math for South Todd Elementary from 57.2 to 64. by 05/20/2015 as measured by K-Prep.

Strategy 1:

Professional Learning Communities - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student. Data will also be used to determine students needs for intervention services.

Category: Integrated Methods for Learning

Activity - Data Collection and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will analyze student data and determine instructional strategies to implement. Teachers will set professional goals. All grade level teams will report common assessment data each nine weeks.	Professional Learning	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers and Administration
Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align instruction and assessment to the common core standards.	Professional Learning	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers and Administration
Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently implement effective researched based instructional strategies.	Professional Learning	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers and Administrators
Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate at least three times a week during PLC time for intentional instructional planning.	Parent Involvement	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers and Administrators
Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet to discuss the teaching of all standards from a Pre-school to 5th grade perspective (i.e. Math, ELA, and Science).	Professional Learning	08/06/2014	05/20/2015	\$0	No Funding Required	Administration and Teachers
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Goal 2: To score proficient on all program reviews including: Arts and Humanities, PLVS, Writing and Primary Program K-3.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve scores on all program reviews by 06/30/2015 as measured by scoring proficient.

Strategy 1:

Program Demonstrators - Teachers will familiarize themselves with the demonstrators of all program reviews. Teachers will serve on 1 of 4 program review committees to collect evidence and submit for program review.

Category:

Activity - Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will serve on program reviews committee as assigned by administrator to analyze evidence submitted by grade levels to meet the demonstrators of each program review.	Academic Support Program	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers

Goal 3: Students at South Todd Elementary will create, respond and perform to the Arts.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide opportunities to create, respond and perform to the Arts. by 05/31/2015 as measured by scoring proficient on Arts and Humanities Program Review.

Strategy 1:

Professional Development - Teachers will complete professional learning opportunities for best practice in responding, creating and performing in the Arts.

Category: Integrated Methods for Learning

Activity - Collaborate w/Peers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to collaborate with professionals in teaching the arts.	Professional Learning	08/06/2014	05/20/2015	\$0	No Funding Required	Administration and Teachers

Goal 4: All parents of South Todd Elementary students will be involved in their child's education.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide opportunities for parent involvement at South Todd Elementary by 05/31/2015 as measured by parent participation and sign in sheets for various activities..

Strategy 1:

Parent Involvement Activities - A variety of activities will be planned to encourage parent involvement with their child's education. Activities will occur at South Todd Elementary and also in the community.

Category: Stakeholder Engagement

Activity - Family Fun Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four Family Fun Nights will be planned through out the school year. These nights will be held in Trenton, Guthrie, Elkton and at South Todd Elementary. Teachers will be responsible for planning and designing activities that involve both students and families.	Parent Involvement	08/06/2014	05/20/2015	\$500	Title I Schoolwide	ESS coordinator, teachers and administrators
Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent-teacher conferences will be scheduled after the first nine weeks of school to review students' progress and assessment scores. Conferences are also encouraged to be scheduled by teacher or parent as needed.	Parent Involvement	08/06/2014	05/20/2015	\$0	No Funding Required	Teachers
Activity - Family Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make contact with all students before the first day of school in the form of home visits, telephone calls or postcards. Teachers are encouraged to continue with family contacts through out the school year.	Parent Involvement	08/06/2014	05/20/2015	\$100	School Council Funds	Teachers
Activity - Back to School Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A back to school night will be held in the form of "Moving on Up" for incoming Kindergarten students and "Ready Set Go" for 1st-5th grade. This activity will be held before the first day of school. A preschool back to school night will also be scheduled one week before preschool begins.	Parent Involvement	08/06/2014	05/20/2015	\$0	No Funding Required	Administrators and Teachers

Goal 5: All preschool students who are age eligible to attend Kindergarten will participate in transition activities.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ease the transition from Early Childhood classes to Kindergarten. by 05/31/2015 as measured by number of times a student visits a kindergarten classroom as documented by preschool and kindergarten teacher.

Strategy 1:

Transition Visits - Preschool teachers will take preschool students to the kindergarten classrooms.

Category: Early Learning

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	08/06/2014	05/20/2015	\$0	No Funding Required	Preschool and Kindergarten teachers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	08/06/2014	05/20/2015	\$500	Title I Part A	Kindergarten teachers and administration

Goal 6: All teachers will be survey to determine professional development needs

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide opportunities for teachers to participate in professional development that is relevant to their individual professional needs by 05/31/2015 as measured by professional growth plans and professional development sign in sheets.

Strategy 1:

Teacher Evaluation - Teachers will use feedback from administrators on their evaluations to determine the need for professional development.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete 24 hours of professional development that is scheduled from needs assessment, student performance data, and school improvement needs. Teachers will also participate in Professional Learning during Early Release Friday's and after school staff meetings.	Professional Learning	08/06/2014	05/20/2015	\$3000	Other	Teachers and Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten visits	Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	08/06/2014	05/20/2015	\$0	Preschool and Kindergarten teachers
Back to School Night	A back to school night will be held in the form of "Moving on Up" for incoming Kindergarten students and "Ready Set Go" for 1st-5th grade. This activity will be held before the first day of school. A preschool back to school night will also be scheduled one week before preschool begins.	Parent Involvement	08/06/2014	05/20/2015	\$0	Administrators and Teachers
Instructional Practices	Teachers will collaborate at least three times a week during PLC time for intentional instructional planning.	Parent Involvement	08/06/2014	05/20/2015	\$0	Teachers and Administrators
Common Core Standards	Teachers will align instruction and assessment to the common core standards.	Professional Learning	08/06/2014	05/20/2015	\$0	Teachers and Administration
Collaborate w/Peers	Teachers will have the opportunity to collaborate with professionals in teaching the arts.	Professional Learning	08/06/2014	05/20/2015	\$0	Administration and Teachers
Instructional Strategies	Teachers will consistently implement effective researched based instructional strategies.	Professional Learning	08/06/2014	05/20/2015	\$0	Teachers and Administrators
Parent/Teacher Conferences	Parent-teacher conferences will be scheduled after the first nine weeks of school to review students' progress and assessment scores. Conferences are also encouraged to be scheduled by teacher or parent as needed.	Parent Involvement	08/06/2014	05/20/2015	\$0	Teachers
Vertical Alignment	Teachers will meet to discuss the teaching of all standards from a Pre-school to 5th grade perspective (i.e. Math, ELA, and Science).	Professional Learning	08/06/2014	05/20/2015	\$0	Administration and Teachers
Data Collection and Analysis	Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will analyze student data and determine instructional strategies to implement. Teachers will set professional goals. All grade level teams will report common assessment data each nine weeks.	Professional Learning	08/06/2014	05/20/2015	\$0	Teachers and Administration
Committees	Teachers will serve on program reviews committee as assigned by administrator to analyze evidence submitted by grade levels to meet the demonstrators of each program review.	Academic Support Program	08/06/2014	05/20/2015	\$0	Teachers

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Total \$0

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Contacts	Teachers will make contact with all students before the first day of school in the form of home visits, telephone calls or postcards. Teachers are encouraged to continue with family contacts through out the school year.	Parent Involvement	08/06/2014	05/20/2015	\$100	Teachers
Total					\$100	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will complete 24 hours of professional development that is scheduled from needs assessment, student performance data, and school improvement needs. Teachers will also participate in Professional Learning during Early Release Friday's and after school staff meetings.	Professional Learning	08/06/2014	05/20/2015	\$3000	Teachers and Administrators
Total					\$3000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screener	All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	08/06/2014	05/20/2015	\$500	Kindergarten teachers and administration
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Fun Nights	Four Family Fun Nights will be planned through out the school year. These nights will be held in Trenton, Guthrie, Elkton and at South Todd Elementary. Teachers will be responsible for planning and designing activities that involve both students and families.	Parent Involvement	08/06/2014	05/20/2015	\$500	ESS coordinator, teachers and administrators
Total					\$500	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The information we are trying to answer with Data provided is how to best help each individual student at South Todd Elementary School achieve proficiency.

The data tells us that we have to have a variety of support systems in place, such as RTI Intervention, ESS, and whole group remediation.

The data does not give a clear picture as to why some students in grades K-5 are achieving at such a low level. We address this through classroom walkthroughs, PLC's and professional development as the administration targets best practices to be implemented school wide via new SBDM policies.

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?

The areas of strength within this building are our teachers collaborating and sharing ideas during common planning and PLC's that allow other teachers to replicate their success. South Todd Elementary scored in the 70th percentile on the Spring 2014 K-PREP test designating it as proficient. South Todd students and staff are working diligently to close the achievement gaps.

The use of student reading levels, Daily 5 strategies, and Sustained Silent Reading, and formative assessments give each teacher data to track student literacy improvement. Since we are seeing improvement in most students, we have cause to celebrate those successes.

Opportunities for Improvement

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

The opportunities for improvement we see is our novice rate. Taking our most current MAP scores, nearly half of all students within our building are achieving at novice in reading.

Several strategies are in place that include RTI intervention and ESS programs. Also, the reading programs being implemented, (reading levels, Sustained Silent Reading, and Daily 5) will address raising student reading performance.

Conclusion

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

Our next steps include the following:

1. Backwards design for lesson development.
2. Rubric and assessment development using content specific language to reach proficiency.
3. The re writing process on extended responses and on demand writing to reach proficiency.
4. 2 more reading level checks to evaluate progress.
5. Weekly PLC meetings focused on achievement.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Certified staff, classified staff, and parents.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.14

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

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

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

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

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

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
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
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 they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

	Statement or Question	Response	Rating
5.	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
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

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

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

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

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

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

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

Reflection

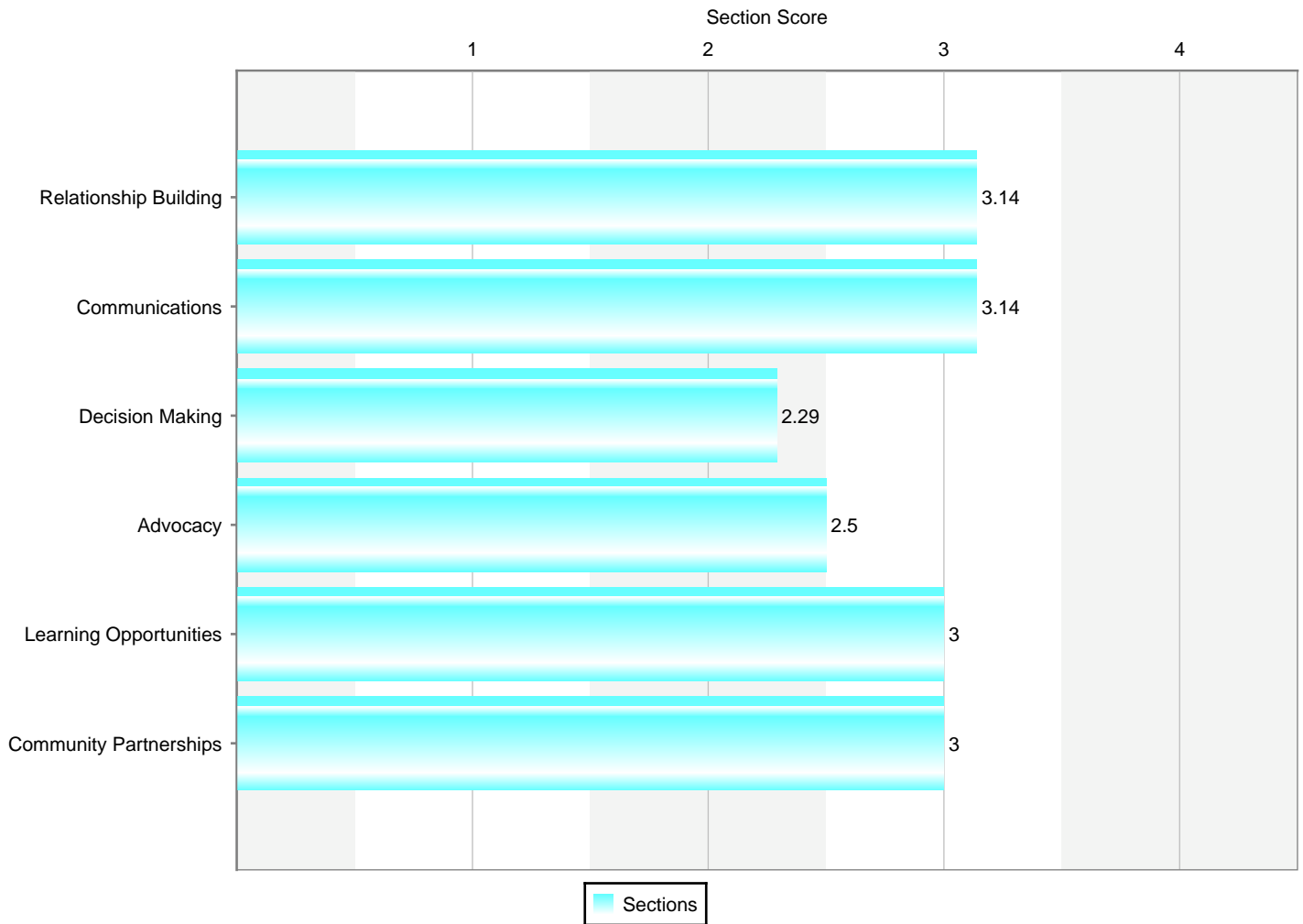
Reflect upon your responses to each of the Missing Piece objectives.

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

Strengths are our dedicated staff. We need to continue to improve our instructional strategies, formative assessments, data analysis, and higher order questioning.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Whole staff discussion, SBDM sub committees, and parent involvement in the planning process has been the expectation from July 1.

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

Certified, classified, and parents were involved in the planning process.

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 meetings, staff meetings, and parent communications home.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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	RTI and ESS interventions are in place to support students performing below the 20th percentile. All teachers use MAP, STAR, common and formative assessments to adjust instructional strategies to improve student performance.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Pre-school transition strategies are in place.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Students have reading and math levels assessed and are taught at their current academic level. ESS programs are offered before, during, and after school as well as RTI academic intervention programs.	

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	There are no paraprofessionals in the building.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Home visits were made prior to the school year to make initial parent contact. Policy annually reviewed and updated through SBDM. Parent / Teacher conferences have 95% parent participation.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	All professional development is centralized around the theme of improving student achievement.	

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	RTI data is used to assist identified students. Reading levels, common and formative assessments, MAP, STAR, and K-Prep data is used to identify other students in need of assistance.	

KDE Comprehensive School Improvement Plan

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

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	There are no paraprofessionals in the building.	

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		

KDE Comprehensive School Improvement Plan

South Todd Elementary School

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

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

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

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

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

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		

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Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist 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.	No	There are no paraprofessionals in the building.	

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.	No	There are no paraprofessionals in the building.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	There are no paraprofessionals in the building.	

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		