KENTUCKY DEPARTMENT OF EDUCATION

# KDE Comprehensive School

# Improvement Plan

# Whitley Central Intermediate School

## Whitley 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?**

Whitley Central Intermediate School is located near the Goldbug Community, which resides in Whitley County. Williamsburg is located 15 miles from the Tennessee state line.  The county has a population of approximately 35,637 people.  It is 98.2% white, 4% black, 4% Indian or Asian, 1% Hispanic, and 1% multiracial.  The per capita income in the past 12 months is $15,258 - well below the state average of $22,515. Of the county's population, 28.9% is below the poverty level.  This is much higher than the 17% state average. Seventy-six percent of our student population are eligible for free/reduced lunch.

The Intermediate School services 444 students in grades 3-6. The students are served by 30 FTE educators, which includes a librarian, four special education teachers, two FMD teachers, a physical education teacher, and an arts and humanities teacher. The students are also served by a speech/language pathologist, a family resource director, a school nurse, two office clerks, seven cooks, and four custodians. 18.69% of the students qualify for special education services.

The Accelerated Reader (AR), Read to Achieve, Save the Children, and 21st Century programs are integral parts of our curriculum.  Our facility hosts the Save the Children and 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day.  Students are also provided tutoring services during the week.

# 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.**

The Whitley Central Intermediate School staff believes that every student can learn.  It is our responsibility to enhance learning.  Through the partnership of parents, communities, and educators, our students will acquire the essential skills and knowledge necessary for them to function as productive citizens.

WCIS is a Title I school using funds to do Math and Reading Intervention through small group pull outs.

WCIS is a Save the Children Reading Program School that works with students during and after school to improve fluency and reading comprehension.

WCIS also received the 21st Century grant funding.  The funding has been used to provide after school clubs to allow students the opportunity to enhance their learning with fun and engaging enrichment activities dealing with Math, Reading, and Science.

WCIS received the Read to Achieve (RTA)  Grant this year.  The funding for this program provides our school with a full-time RTA teacher who services students in a small group setting who are at risk of falling below grade level but do not receive special education services.

# 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.**

Achievements:

Social Studies scores improved in 2013-2014. Of 730 Elementary Schools in the state of Kentucky, WCIS ranks number 77, an increase of 76 spots. Science scores were 3.1% higher than the state average.

2013-2014 KPREP scores indicate that WCIS scores improved in the following areas:

reading scores improved from 56.3% scoring proficient/distinguished to 65%

math scores improved from 56.6% scoring proficient/distinguished to 66.4%

science scores improved from 71.6% scoring proficient/distinguished 83.9%

In the last three years our school has had an outstanding academic team. In the past three years our academic team has won many competitions. Results for the past few years are as follows:

Governor's Cup Results

2011 District- 1st Place Regional- 1st Place

2012 District- 2nd Place Regional- 3rd Place

2013 District- 2nd Place Regional- 5th Place

2014 District- 2nd Place Regional- 9th Place

Our school also works with surrounding universities in mentoring and training of future teachers. Our building is frequently a site in which college professors wish for the students to acquire observation hours. We gladly accommodate many students in helping mentor them while trying to reach their goals of becoming an educator. Our school is the proud recipient of various grants for innovative programs that help enrich and support our students' learning. We host the Read to Achieve, Save the Children, and 21st Century Programs.

Areas of Improvement:

2013-2014 On-Demand writing was the lowest score for WCIS according to KPREP results. Only 48% of students reached the proficiency level.

2013-2014 KPREP scores indicated areas that need improvement are social studies and writing. Only 48.2% of the students reached the proficiency level in social studies. Only 40.6% of students reached the proficiency level in writing.

Our teachers are always looking for different ways to improve on their teaching. Our teachers participate in training from state and national sources. We regularly examine our Comprehensive School Improvement Plan and are continuously analyzing data from student MAP scores, STAR Reading reports, Program Review data, and KPREP reports to monitor student growth. Our Save the Children, Read to Achieve, 21st Century Program, and Foster Grandparent program contribute greatly to the achievement and success of our students. We hold high expectations for our teachers and our students and always strive to support our students in any and every way possible to ensure they receive every opportunity possible in order for them to be successful.

To improve our reading our school will continue to implement the newly adopted Houghton Mifflin Reading Series that is aligned with the Common Core Standards.  This reading series comes with many varying educational resources that our teacher will utilize to help teach reading and writing skills.  Our school will also continue to use the Accelerated Reader Program in hopes to encourage students to read and not only reach their AR goals but go beyond their grade level goals.  Our school continually offers incentives for students to attain those goals.  Students who reach their AR goals earn various rewards such as t-shirts and gift cards to a local book store.  We hope these incentives will encourage students to read more and foster a love for reading that can be passed throughout generations of future learners.

# Additional Information

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

WCIS has two after-school programs for students.  Save the Children Reading program takes place after school Monday through Thursday from 2:30 - 4:30.  Students participate in small reading groups that focus on improving reading comprehension and fluency.  The Save the Children program also has a physical fitness component called Healthy Choices.  Students are required to be physically active for 30 minutes each day.  Bryan Stewart is the practical living teacher and is the Healthy Choices coordinator for our Save the Children Program.  Mr. Stewart teaches health and nutrition lessons weekly and administers the PACER Test that measures student aerobic capacity.  Mr. Stewart enters the data from this test into the Save the Children portal.  Since this assessment is given twice a year the data can be used to check students' overall improvement in aerobic capacity.  Mr. Stewart also administers a pre and post nutritional assessment and this data is also entered into the Save the Children portal.  This pre and post nutrition assessment can be used to measure improvement of student knowledge of nutrition.

The 21st Century Club is an after-school club that offers a variety of enrichment activities for the students at WCIS.  This is its fourth year operating at WCIS.  The Cardinal Club meets Monday through Thursday after school from 2:30 - 5:00.  Each of the clubs focuses on homework help for the first 25 minutes.  These clubs are sponsored by a certified staff member that plans engaged and enrichment activities. All of the clubs are designed to give students hands-on opportunities to learn.  Clubs include Aviation, Lego Robotics, Drama, Project Horizon for Gifted and Talented Students, Scrapbooking, Cultures from Around the World, and Foreign Language Club.

# 2014-15 Goals and Plans

# Overview

**Plan Name**

2014-15 Goals and Plans

**Plan Description**

Whitley Central Intermediate Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets.  This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need.  Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies.  The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.2% in 2012 to 73.5% in 2017. | Objectives: 1<br>Strategies: 2<br>Activities: 3 | Organizational | $0 |
| 2 | Increase the averaged combined reading and math K-Prep scores for elementary school students from 57.5% in 2012 to 76.4% in 2017. | Objectives: 1<br>Strategies: 4<br>Activities: 6 | Organizational | $250 |
| 3 | Increase percentage of Prof/Dist Scores on KPREP in Lang. Mechanics, On Demand Writing and Science. | Objectives: 2<br>Strategies: 2<br>Activities: 3 | Academic | $100 |
| 4 | Improve Formative/Summative Assessment | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 5 | The purpose of the TELL survey is to support sound educational policies and practices based on the views of the teachers, principals and other certified educators in our public schools. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 6 | The school will increase the potential for parent involvement in the educational process. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $2000 |
| 7 | Increase the percentage of effective teachers from ____% in 2015 to ___% in 2020. | Objectives: 2<br>Strategies: 2<br>Activities: 10 | Organizational | $1099 |

# Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.2% in 2012 to 73.5% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency in Reading and Math by 06/30/2015 as measured by increasing the overall delivery target for the achievement gap to 62.8%.

**Strategy 1:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Grade level teachers will analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

| Activity - Analyze Data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers, Principal, SBDM Council |

**Strategy 2:**

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

| Activity - Eng. Mechanics Text | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use new Houghton Mifflin Journeys Text and Workbook | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers |

| Activity - Daily Oral Language | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment. | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers |

# Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary school students from 57.5% in 2012 to 76.4% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency  increase in the average combined reading and math KPREP scores by 05/01/2015 as measured by 67.0 delivery target..

**Strategy 1:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

| Activity - Analyze Data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers, Principal, SBDM Council |

**Strategy 2:**

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments.  End of year exit criteria.

| Activity - Math Software | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will work independently with Study Island, Star Math, Mangahigh.com | Technology | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo |

**Strategy 3:**

Specialized Math Group - Students will work in groups to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments.  Title I recommendations.

| Activity - Flooding | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Students are placed in small groups for intervention dependent on student needs. | Academic Support Program | 01/01/2015 | 06/30/2015 | $0 | No Funding Required | Sue Anne Bryant, LeAnna Hinkle  Jodie Gambrell, Connie Reeves, LeeAnn Kersey, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Homework Help | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students are given more 1 on 1 assistance. | Academic Support Program | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Sue Anne Bryant, Cathy Chaffman, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Tutoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Math clubs to give additional reinforcement of content. | Academic Support Program | 01/01/2015 | 06/30/2015 | $0 | No Funding Required | Sue Anne Bryant, LeeAnn Kersey, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

**Strategy 4:**

Creating and Implementing MC Test Taking Strategies - Each grade level will develop and utilize their own MC test taking strategies.

Category: Continuous Improvement

Research Cited: Allyn + Bacon / Merrill Teaching Strategies Series

| Activity - RIDS Posters | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| This is a visual resource that can be hung on the wall in which students can refer as a reminder of steps to take when trying to eliminate incorrect choices on multiple choice questions. | Academic Support Program | 08/01/2014 | 06/30/2015 | $250 | General Fund | Kim Lake, Melissia Douglas, Jennifer Meadors, Cathy Chaffman |

# Goal 3: Increase percentage of Prof/Dist Scores on KPREP in Lang. Mechanics, On Demand Writing and Science.

**Measurable Objective 1:**

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in improving performace (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 06/30/2015 as measured by KPREP results (2014-2015).

**Strategy 1:**

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing SPAT technique 2009.

Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

| Activity - On-Demand Writing Scrimmages | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 5th/6th grade students participate in an on demand writing scrimmage monthly. | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers |

| Activity - Spat technique for task writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| SPAT technique used in 5th/6th grade classrooms | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | teachers |

**Measurable Objective 2:**

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in all subcategories of Science with an emphasis in Earth Science in Science by 06/30/2015 as measured by the results of the KPREP assessment.

**Strategy 1:**

Purchasing Manipulatives that coincide with Earth Science concepts - The manipulatives will allow the students a more concrete foundation for these Earth Science concepts.

Category: Continuous Improvement

Research Cited: Gardner'sTheory of Multiple Intelligences: Kinesthetic, Spatial, Interpersonals, etc.

| Activity - Hands-on Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Oreo Activity - Students demonstrate knowledge of the phases in sequential order of the amount of light using Oreos.<br>Use of Manipulatives to Demonstrate the Seasons - use the modes to show the reasoning behind why we have seasons.<br>Visual Representation of the Phases of the Moon - demonstrating the amount of light increasing through the full moon and then the light decreases from full moon through new moon. | Direct Instruction | 08/01/2014 | 06/30/2015 | $100 | General Fund | Classroom Teachers / Labs |

# Goal 4: Improve Formative/Summative Assessment

**Measurable Objective 1:**

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in using a variety and diversity of formative and summative assessment in Art & Humanities by 06/30/2015 as measured by meeting the requirements of the program review.

**Strategy 1:**

Designing a Variety and Diversity - formative and summative - Students and teachers will work together to develop a variety of diverse formative and summative assessments.

Category:

Research Cited: Rick Stiggins: Formative and Summative Assessment

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher training on variety and diversity of assessment. | Professional Learning | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Amy Walker, Chasity Adkins, Darin Shelley |

# Goal 5: The purpose of the TELL survey is to support sound educational policies and practices based on the views of the teachers, principals and other certified educators in our public schools.

**Measurable Objective 1:**

collaborate to ensure a 90 percent or above overall rating by 01/01/2015 as measured by TELL Survey that our school is a good place to work and learn.

**Strategy 1:**

Survey Analysis - Teachers, principal and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

Category:

| Activity - Time Efficiency Study | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers, principal and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices. | Other | 08/01/2014 | 06/30/2015 | $0 | No Funding Required | Teachers, Principal, other Certified Educators |

# Goal 6: The school will increase the potential for parent involvement in the educational process.

**Measurable Objective 1:**

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2015 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

**Strategy 1:**

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourange parents to come to the school and participate in the learning process with their children.

Category:

| Activity - Hold monthly Family Math and Reading Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Hold monthly Family Math and Reading Nights to encourange parents to come to the school and participate in the learning process with their children. | Parent Involvement | 08/01/2014 | 06/30/2015 | $2000 | Title I Schoolwide | Principal |

# Goal 7: Increase the percentage of effective teachers from ____% in 2015 to ___% in 2020.

**Measurable Objective 1:**

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

**Strategy 1:**

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system,  This will allow implementation of PGES with fidelity.

Category: Teacher PGES

| Activity - Peer Observer Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers. | Professional Learning | 07/29/2014 | 06/01/2015 | $0 | No Funding Required | District Office Staff, Principals and Peer Observers |

| Activity - Observer Certification and Calibration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three. | Professional Learning | 07/01/2014 | 06/30/2015 | $99 | Title II Part A | District Office and Administrators |

| Activity - New Teacher Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| New teachers will attend the district's New Teacher Academy | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | No Funding Required | District Office, Principal and Teachers |

| Activity - Edivation/Other Professional Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Based on observation and/or evaluation of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available. | Professional Learning | 07/29/2014 | 06/30/2015 | $1000 | General Fund | District Office, Principals and Teachers |

| Activity - Certified Evaluation Plan Orientation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school. | Professional Learning | 08/01/2014 | 09/01/2014 | $0 | No Funding Required | District Office and Principals |

| Activity - Student Voice Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement. | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | No Funding Required | District Office, Principals, Teachers and SESC Coaches |

| Activity - Enduring Skills and Student Growth Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be trained on identifying enduring skills and writing student growth goals. | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | No Funding Required | District Office, Principals, Teachers and SESC Coaches |

**Measurable Objective 2:**

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by completion of observations/evaluations required by the teachers' cycles..

**Strategy 1:**

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

| Activity - Teacehr Observations/Evaluations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines. | Policy and Process | 07/01/2014 | 06/30/2015 | $0 | No Funding Required | District Office |

| Activity - Data Analysis-Teacher Evaluations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback(Ineffective, Developing, Accomplished, and Exemplary) | Professional Learning | 09/01/2014 | 06/30/2015 | $0 | No Funding Required | Principals and Peer Observers |

| Activity - CEP Updates | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data. | Policy and Process | 01/01/2015 | 06/30/2015 | $0 | No Funding Required | District 50/50 Committee, Principals and Teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Hold monthly Family Math and Reading Nights | Hold monthly Family Math and Reading Nights to encourange parents to come to the school and participate in the learning process with their children. | Parent Involvement | 08/01/2014 | 06/30/2015 | $2000 | Principal |
| | | | | Total | $2000 | |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Homework Help | Students are given more 1 on 1 assistance. | Academic Support Program | 08/01/2014 | 06/30/2015 | $0 | Sue Anne Bryant, Cathy Chaffman, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |
| On-Demand Writing Scrimmages | 5th/6th grade students participate in an on demand writing scrimmage monthly. | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | Teachers |
| Eng. Mechanics Text | Use new Houghton Mifflin Journeys Text and Workbook | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | Teachers |
| Analyze Data | Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | 08/01/2014 | 06/30/2015 | $0 | Teachers, Principal, SBDM Council |
| Peer Observer Training | Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers. | Professional Learning | 07/29/2014 | 06/01/2015 | $0 | District Office Staff, Principals and Peer Observers |

| Time Efficiency Study | Teachers, principal and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices. | Other | 08/01/2014 | 06/30/2015 | $0 | Teachers, Principal, other Certified Educators |
|---|---|---|---|---|---|---|
| Tutoring | Math clubs to give additional reinforcement of content. | Academic Support Program | 01/01/2015 | 06/30/2015 | $0 | Sue Anne Bryant, LeeAnn Kersey, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |
| CEP Updates | The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data. | Policy and Process | 01/01/2015 | 06/30/2015 | $0 | District 50/50 Committee, Principals and Teachers |
| Certified Evaluation Plan Orientation | All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school. | Professional Learning | 08/01/2014 | 09/01/2014 | $0 | District Office and Principals |
| Student Voice Implementation | Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement. | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | District Office, Principals, Teachers and SESC Coaches |
| Flooding | Students are placed in small groups for intervention dependent on student needs. | Academic Support Program | 01/01/2015 | 06/30/2015 | $0 | Sue Anne Bryant, LeAnna Hinkle  Jodie Gambrell, Connie Reeves, LeeAnn Kersey, Kimberly Lake, John Crisologo, Nathan Smith |
| Enduring Skills and Student Growth Professional Learning | Teachers will be trained on identifying enduring skills and writing student growth goals. | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | District Office, Principals, Teachers and SESC Coaches |
| New Teacher Monitoring | New teachers will attend the district's New Teacher Academy | Professional Learning | 07/29/2014 | 06/30/2015 | $0 | District Office, Principal and Teachers |

| | | | | | | |
|---|---|---|---|---|---|---|
| Teacehr Observations/Evaluations | Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines. | Policy and Process | 07/01/2014 | 06/30/2015 | $0 | District Office |
| Analyze Data | Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | 08/01/2014 | 06/30/2015 | $0 | Teachers, Principal, SBDM Council |
| Data Analysis-Teacher Evaluations | Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback(Ineffective, Developing, Accomplished, and Exemplary) | Professional Learning | 09/01/2014 | 06/30/2015 | $0 | Principals and Peer Observers |
| Daily Oral Language | Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment. | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | Teachers |
| Spat technique for task writing | SPAT technique used in 5th/6th grade classrooms | Direct Instruction | 08/01/2014 | 06/30/2015 | $0 | teachers |
| Math Software | Students will work independently with Study Island, Star Math, Mangahigh.com | Technology | 08/01/2014 | 06/30/2015 | $0 | Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo |
| Professional Development | Teacher training on variety and diversity of assessment. | Professional Learning | 08/01/2014 | 06/30/2015 | $0 | Amy Walker, Chasity Adkins, Darin Shelley |
| | | | | **Total** | $0 | |

**Title II Part A**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Observer Certification and Calibration | Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three. | Professional Learning | 07/01/2014 | 06/30/2015 | $99 | District Office and Administrators |
| | | | | **Total** | $99 | |

**General Fund**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Edivation/Other Professional Learning Opportunities | Based on observation and/or evaluation of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available. | Professional Learning | 07/29/2014 | 06/30/2015 | $1000 | District Office, Principals and Teachers |
| RIDS Posters | This is a visual resource that can be hung on the wall in which students can refer as a reminder of steps to take when trying to eliminate incorrect choices on multiple choice questions. | Academic Support Program | 08/01/2014 | 06/30/2015 | $250 | Kim Lake, Melissia Douglas, Jennifer Meadors, Cathy Chaffman |
| Hands-on Activities | Oreo Activity - Students demonstrate knowledge of the phases in sequential order of the amount of light using Oreos.<br>Use of Manipulatives to Demonstrate the Seasons - use the modes to show the reasoning behind why we have seasons.<br>Visual Representation of the Phases of the Moon - demonstrating the amount of light increasing through the full moon and then the light decreases from full moon through new moon. | Direct Instruction | 08/01/2014 | 06/30/2015 | $100 | Classroom Teachers / Labs |
| | | | | **Total** | $1350 | |

# 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 purpose of the data analysis is to determine both strengths and areas of opportunity at each grade level. Once we have identified these areas for improvement in each grade level and subject we are then able to target those areas to improve our instructional techniques for that specific grade and subject.

Things that we look for or questions that we try to answer are: Are there school wide trends or grade wide trends? Are there any big areas of concern school wide or grade wide? Are there categories of weaknesses? To answer these questions , we do the following:

1. Look for the Big Picture
We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help you identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities.

2. Examine Team-Level Data
Teams use various assessments, such as MAPS, to monitor student comprehension and achievement. We look for categories of weakness and identify individual objectives; these are "intensive care" objectives (the objectives that need the most immediate attention). We compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade levels. Once we have identified areas of need by standards, we specialize instruction to target those areas.

3. Review the Data
Each teacher receives a copy of the testing report for his or her own classes and a copy of the benchmark report showing the results for the entire grade level from the KPREP results. Each teacher uses the reports to examine his or her students' performance and compares it to the overall grade level average.

According to KPREP data, we show strengths in math, reading, and science.

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, language arts, mathematics, science, social studies and writing. Each grade's demographic groups' performance levels are displayed by gender, ethnicity, Free/Reduced-Price, and disability. At WCIS, we focus on the basic skills of reading, writing, and math to build the students' foundations for future success.

Therefore, we analyze WCIS grades 3rd through 6th grade reading and math data to help determine the effectiveness of our instruction. The following were the WCIS 3-6 grade reading and math performance levels.
Reading:
Grade 3 - 104 students tested: 11.5% novice, 19.2% apprentice, 35.6% proficient, 33.7% distinguished.  The data shows that 69.2% of students in 3rd grade were proficient/distinguished in reading. This was 9.4% points above the district average of 59.8% and 15.1% points above the state average of 54.1%.
Grade 4 - 118 students tested: 10.2% novice, 21.9% apprentice, 42.4% proficient, 26.3% distinguished.  The data shows that 68.6% of

students in 4th grade students were proficient/distinguished in reading.  This was 4.7% above district average and 9.4% above state average.

Grade 5 - 110 students tested: 13.6% novice, 33.6% apprentice, 33.6% proficient, 19.1% distinguished.  The data shows that 52.7% of students in 5th grade  were proficient/distinguished in reading.  This was 7.1% below district average and 3.2% below state average.

Grade 6 - 102 students tested:  12.7% novice, 17.6% apprentice, 47.1% proficient, 22.5% distinguished.  The data shows that 69.6% of students in  6th grade were proficient/distinguished in reading.  This was 4.6% above district average and 16.8% above state average.

Math:

Grade 3 - 104 students tested: 9.6% novice, 31.7% apprentice, 42.3% proficient, 16.3% distinguished.  The data shows that 58.7% of students in 3rd grade were proficient/distinguished in math.  This was 15.3% points above the district average and 12.9% points above the state average.

Grade 4 - 118 students tested:  11.0% novice, 22.9% apprentice, 38.1% proficient, 28% distinguished.  The data shows that 66.1% of students in the 4th grade were proficient/distinguished in math.  This was 9.0% points above the district average and 17.1% points above the state average.

Grade 5 - 110 students tested: 5.5% novice, 31.8% apprentice, 42.7% proficient, 20% distinguished.  The data shows that 62.7% of students in the 5th grade were proficient/distinguished in math.   This was 6% points above the district average and 10% points above the state average.

Grade 6 - 102 students tested: 2% novice, 19.6% apprentice, 61.8% proficient, 16.7% distinguished.  The data shows that 78.4% of 6th grade students were proficient/distinguished in math.  This was 16% points above the district average and 31.1% points above the state average.

The data/information does not identify areas of need according to common core standards. The data does not identify the questions on which the students scored poorly. We do not have access to the test or item analysis of the questions. Therefore, we can't determine whether the test items were confusing or poorly worded. The data doesn't identify an individual teachers' students' scores.

WCIS also focus our data analysis on Measures of Academic Progress (MAP) data.  MAP supports our efforts to maximize student learning in grades 3-6.  MAP creates a personalized assessment experience by adapting to each student's learning level.  It gives assessment data and essential information about what each of our students knows and is ready to learn.

The following were the MAP FALL 2014 assessment scores for WCIS  grades 3-6 reading performance levels of the 431 students tested: 32% novice, 19% apprentice, 33% proficient, 16% distinguished.  The data shows that 49% of the students grade 3-6 were proficient/distinguished in reading.  The data shows that 51% of the students grades 3-6 were apprentice/novice in reading.

The following were the MAP FALL 2014 assessment for WCIS grade 3-6 math performance levels of the 430 students tested: 25% novice, 42% apprentice. 27% proficient, 6% distinguished. The data shows that 33% of students grade 3-6 were proficient/distinguished in math. The data shows that 67% of students grade 3-6 were apprentice/novice in math.

# 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?**

What were the areas of strength you noted?

67.2% of students tested were proficient/distinguished in Math.  The state average was 49.2%.

66.5% of students tested were proficient/distinguished in Reading. The state average was 54.7%.

83.8% of students tested were proficient/distinguished in Science. The state average was 71.3%.

What actions are you implementing to sustain the areas of strength?

Our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the district content areas coaches as well as state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from Northwest Evaluation Association (MAPS), Star Reading/Math reports, and Program Review data to monitor student growth. Our Save the Children, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

What is there cause to celebrate?

Our school continues to be one of the top performing schools serving a high poverty area in the state. We were above the state average in every area tested. Whitley Central Intermediate is a distinguished school. The school overall scored 76.1 which placed us in the 92nd percentile in the state of Kentucky.

# Opportunities for Improvement

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

According to test data, our largest areas for improvement are social studies and writing.  Only 48.2% proficient in social studies while 12.7% scored distinguished.  40.6% scored proficient in writing and 6.6% scored distinguished.  Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas.  They are also visiting schools that  performed well in writing and social studies, such as Perryville Elementary in Boyle County,  to observe different content strategies being used.  The teachers are then coming back and sharing this information in grade level PLCs. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th and 6th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

According to KPREP data we did not meet our AMO for the 2013-2014 year.  After analyzing data we saw that some students did not meet the growth requirement. All students who did not meet the growth requirement for 2013-14 were identified and teachers were given a list of those students.  Teachers then made plans to target those students to identify areas where students needed to improve. To help with this and to improve our reading and math scores, we analyzed our MAP data and targeted students for small group tutoring sessions in the afternoon.  Those students have been receiving small group instruction for at least two hours two days a week.  We will analyze the mid year MAP data again in December to measure progress made in tutoring sessions.

To further differentiate reading instruction, our school has implemented a new reading series Houghton Mifflin Journeys that covers the low data areas in the MAP assessment.  With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design.  The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students.

To encourage students to read and go beyond their Accelerated Reader goals, or school offers a reading incentive that will build students' reading levels and boost comprehension.  If students meet or surpass their yearly AR goals, we reward them with an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long readers.

Our school is also incorporating common assessments using CIITS.  The data from the CIITS program will allow teachers to monitor students' progress.  The results column displays percentages, points correct out of points possible, and a color-coded score group.  The common assessments allow teachers to monitor an Item Analysis on the Student Performance page.  Teachers will use this data to drive their classroom instruction.

Our school has implemented the Response-To-Intervention (RTI) program.  It is a method of academic intervention used to provide early, systematic assistance to students who are having difficulty learning.  Students' progress is monitored through AIMSweb.  AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction.  Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for grades K-8 that can be used with any curriculum.

To improve our math scores we are using the recently adopted math series Go Math that is aligned with the Common Core Standards.  This series came with a wide variety of digital resources as well as many math manipulative that the teachers use daily in their classrooms.  The series provides  communication resources that helps notify and explain to parents what the students are learning at school in math.  If helps build a bridge between school and home learning.

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

All grade levels meet in Professional Learning Communities (PLC)  bi-weekly.  In these meetings team leaders asks the teachers to work

together to decide how to revise their instruction for specific areas of need.  Team leaders can help by suggesting some of the following additional strategies for revising instruction.

-differentiate math groups during learning centers

-incorporate more math in center activities

-offer more incentives for mathematics goals

-Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments.

-Group students by common weakness.  Teachers can identify students who share common weaknesses and group them together for instruction.  For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.

-Examine student work - Structure a team session so teachers can look at the results of a lesson.  Teachers can share ideas about the reasons for success or lack of success of that lesson.

# Conclusion

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

The next step is to monitor the progress of the programs as we implement them.  We will use the results from district assessments to determine areas where efforts can be better focused.  Teachers will use various strategies, common assessments, and AIMS Web  to monitor student progress.

Students that have not shown progress through various tracking assessments will then be targeted for our after school tutoring program.  The students identified for tutoring will receive small group help in areas where they score below proficient.

We will identify our areas of weakness and find resources that address those areas.  Teachers will continue to meet in PLC meetings and share ideas and strategies that will promote continuous improvement.  We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

# 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?**

Susan Brashear, Principal

3rd Grade Lead Teacher, Jodie Gambrell

4th Grade Lead Teacher, Elizabeth Stack

5th Grade Lead Teacher, Melissia Douglas

6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Wilma Grubb

Cardinal Club 21st CCLC Advisory Council

Family Resource Advisory Council

Save The Children Site Coordinator, Tonya Frazier

Title I Math Instructor, Connie Reeves

Title I Reading Instructor, Darlene Smith

Early Intervention Reading Educator, Jennifer Meadors

Site Base Decision Making Council Members: Elizabeth Stack (teacher), Michael Johnson (teacher), Bryan Stewart (teacher), Anna Smith (parent), Kellie Anderson (parent)

# 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. | 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 |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **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

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

Overall Rating:  2.57

| | 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). | 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 |
|---|---|---|---|
| 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. | Student achievement data or achievement results are communicated informally to parents by school staff. | Apprentice |

| | 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). | Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents. | Apprentice |

| | 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 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders. | Novice |

# 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. | Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. | Apprentice |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **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 sends council minutes to largest parent organization with no follow-up. | Novice |

| | 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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **6.** | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement. | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work. | Proficient |

# Advocacy

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:  2.67

| | 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. | 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 |
|---|---|---|---|
| 2. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 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 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. | 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: 2.5

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Parents have multiple opportunities to learn about and discuss the following:<br>- Kentucky standards and expectations for all students<br>- The school's curriculum, instructional methods, and student services<br>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees<br>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process<br>- Community resources to support learning<br>- 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:<br>• Kentucky standards and expectations for all students.<br>• School's curriculum, instructional methods, and student services.<br>• School's decision-making process, including opportunities to participate on SBDM councils and committees.<br>• 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.<br>• Community resources to support learning.<br>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school. | School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts. | School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning. | Apprentice |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **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.** | 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

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

Overall Rating:  2.67

| | 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 rarely invites employers to support adult participation in education. | Novice |

| | 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.**

Whitley Central Intermediate School's areas of strength are Relationship Building, Advocacy, and Community Partnership. Our areas of needs of improvement were Decision Making and Learning Opportunities. Actions that we will continue to implement to sustain these areas of strength are as follows:

Relationship Building - We will continue to build relationships with parents and community members by inviting them to our school functions such as Family Reading and Math Nights, Bizarres & Festivals, student performances, parent/teacher conferences, and open houses. We will continue to use our One Call system to provide information to parents and community members about events that take place in our school. Our Family Resource sends out a needs survey to families to identify needs and barriers to academic success, and will continue to do so.

Advocacy - School staff will continue to encourage parents and guardians to participate actively in student led conferences and other two way communications about their child's individual learning needs. School staff ensures that parents and community members are well informed about how to access educational advocates in our Admission and Release Committee Meetings.

Community Partnerships - We have numerous businesses and community members that our school uses as educational resources. We will continue to partner with these organizations to enhance the quality of our students' education.

Areas of need are in Decision Making and Learning Opportunities. Our school will try to increase parent participation in SBDM Parent Elections through various modes of communication such as One Call, posting on the school website, radio announcements, and letters home with students. We will keep SBDM meeting minutes in an open location that will be accessible to parents upon request. Our SBDM Council will develop and post a classroom observation policy that welcomes families to visit all classrooms. Our school will make teachers available during Family Reading and Math Nights to provide strategies and information

to parents on how to support their children's learning,

# Report Summary

## Scores By Section

Section Score
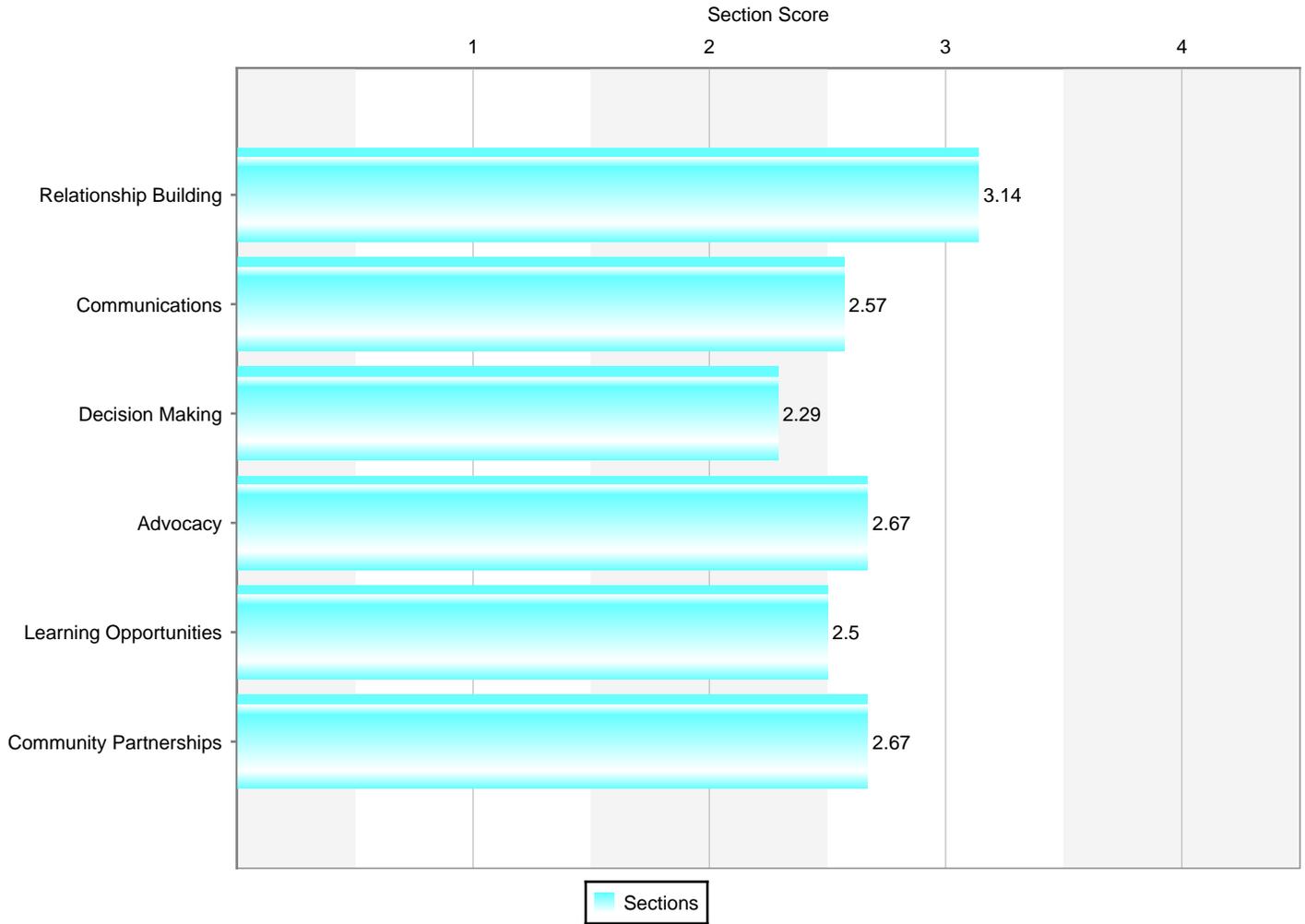
# Improvement Plan Stakeholder Involvement

# 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.**

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP.  The first method revolves around our parent involvement.  Parent/family volunteers follow guidelines set forth by the Whitley County Board of Education.  We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child.  We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council.  We also allow opportunities for the parents to be involved with their child's education.  We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events.  We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, One Call, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council."  The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by secret ballot.  Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election.  Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots.  Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley Central Intermediate School. Parent members must pass a criminal background check in compliance with Senate Bill 148.  The principal reports the results of the elections to the Superintendent and the Board of Education.  Each council member is elected for a one-year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:
- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs

- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually.  Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.  Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson.  Input/reactions must be germane to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members.  The regular meetings are held on a set day of the month and at a set time of day.  SBDM council meets on the last Monday of each month at 3:00 PM.  Regular meetings may be canceled by the chairperson with the approval from a majority of the council.  Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda.  An agenda item under public comment is open for those interested in addressing the council.

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

The SBDM counsel parent members Anna Smith and Kelly Anderson were elected by majority vote.  Both the parent members have a student at our school and have passed a criminal background check.  Anna Smith works at University of the Cumberlands.  Kelly Anderson is a Media Specialist at Whitley County High School.  Both parent members have completed the required SBDM council training.  The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:
- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually.  Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

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

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented at an annually to the Whitley County Board of

Education.  The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

# 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 | This was completed on designated early release day of October 8, 2014 and election day on November4, 2014.  The entire staff was present. | |

| 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 | After analyzing test data, low performing students were identified and referred to one of our various after school programs to receive one on one or small group instruction. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | No | Not applicable | |

| 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 |
|-------|-----------|----------|---------|------------|
| Highly Qualified | The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB. | 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 | Munis Reports | |

| 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 | Reference our PAVE program at http://www.whitley.kyschools.us/ Whitley_Board/Pave/Home.html<br><br>Many of our teachers create and send home weekly newsletters to inform parents of activities that are taking place during the week. Our school also sends out a monthly calendar to inform and invite parents and community members to attend events that are happening in our school during that month. We use a One Call system to notify parents and family members of important upcoming events. | |

| 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 | Our district provides various professional development opportunities at the beginning of the school year, from which teachers can choose. We also have the program PD360 that teachers can use as a resource to look up specific professional development in areas in which they need assistance. | |

| 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 | Implementation and Impact check and ongoing monitoring of CSIP | |

| 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 | This was conducted on October 8, 2014 and November 4, 2014. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | This was conducted on October 8, 2014 and November 4, 2014. | |

| 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 | 21st Century Program and/or Save the Children Program offers before school tutoring and after school homework help. | |

| 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 | 21st Century Program and/or Save the Children Program offers before school tutoring and after school homework help. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Schoolwide Activities | The school planned activities that coordinate with and support the regular educational program. | Yes | 21st Century Program and/or Save the Children Program offers before school tutoring and after school homework help. This provides students with additional help in areas that students may be struggling with during the regular school day. | |

| 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 | 21st Century Program Improvement Plan | |

| 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 | Munis Reports | |

| 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 | We offer many opportunities to draw in parental involvement in hopes that parents will become involved in the process of targeting individual student needs and making sure that we supply them with the opportunities to meet those needs. We invite parents and community members to support students in the planning of many opportunities and functions taking place in the school. | |

| 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 | Title I teachers were trained on MAPS testing and AIMSWEB progress monitoring. | |

| 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 | www.whitley.kyschools.us | |

| 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 | All of our teachers are highly qualified | |

| 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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement. | Yes | On the Title I Ranking Report there aren't any of these positions listed. | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| Para-educator Non-Instructional Duties | The school ensures that there is a schedule of non-instructional duties for paraeducators 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 | | |

# Compliance and Accountability - Elementary Schools

# Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# Planning and Accountability Requirements

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

**Goal 1:**

Increase percentage of Prof/Dist Scores on KPREP in Lang. Mechanics, On Demand Writing and Science.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  in all subcategories of Science with an emphasis in Earth Science in Science by 06/30/2015 as measured by the results of the KPREP assessment.

**Strategy1:**

Purchasing Manipulatives that coincide with Earth Science concepts - The manipulatives will allow the students a more concrete foundation for these Earth Science concepts.

Category: Continuous Improvement

Research Cited: Gardner'sTheory of Multiple Intelligences: Kinesthetic, Spatial, Interpersonals, etc.

| Activity - Hands-on Activities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Oreo Activity - Students demonstrate knowledge of the phases in sequential order of the amount of light using Oreos. Use of Manipulatives to Demonstrate the Seasons - use the modes to show the reasoning behind why we have seasons. Visual Representation of the Phases of the Moon - demonstrating the amount of light increasing through the full moon and then the light decreases from full moon through new moon. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $100 - General Fund | Classroom Teachers / Labs |

**Measurable Objective 2:**

100% of All Students  will demonstrate a proficiency  in improving performace (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 06/30/2015 as measured by KPREP results (2014-2015).

**Strategy1:**

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing SPAT technique 2009. Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

| Activity - On-Demand Writing Scrimmages | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| 5th/6th grade students participate in an on demand writing scrimmage monthly. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

| Activity - Spat technique for task writing | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| SPAT technique used in 5th/6th grade classrooms | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | teachers |

**Goal 2:**

The purpose of the TELL survey is to support sound educational policies and practices based on the views of the teachers, principals and other certified educators in our public schools.

**Measurable Objective 1:**

collaborate to ensure a 90 percent or above overall rating by 01/01/2015 as measured by TELL Survey that our school is a good place to work and learn.

**Strategy1:**

Survey Analysis - Teachers, principal and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

Category:

Research Cited:

| Activity - Time Efficiency Study | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers, principal and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices. | Other | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers, Principal, other Certified Educators |

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.2% in 2012 to 73.5% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency  in Reading and Math by 06/30/2015 as measured by increasing the overall delivery target for the achievement gap to 62.8%.

**Strategy1:**

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing.  Additionally, 3rd through 6th  grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

| Activity - Eng. Mechanics Text | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Use new Houghton Mifflin Journeys Text and Workbook | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

| Activity - Daily Oral Language | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Each day 3rd through 6th  grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

**Strategy2:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Grade level teachers will analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

| Activity - Analyze Data | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers, Principal, SBDM Council |

**Goal 2:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 57.5% in 2012 to 76.4% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency  increase in the average combined reading and math KPREP scores by 05/01/2015 as measured by 67.0 delivery target..

**Strategy1:**

Creating and Implementing MC Test Taking Strategies - Each grade level will develop and utilize their own MC test taking strategies.

Category: Continuous Improvement

Research Cited: Allyn + Bacon / Merrill Teaching Strategies Series

| Activity - RIDS Posters | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| This is a visual resource that can be hung on the wall in which students can refer as a reminder of steps to take when trying to eliminate incorrect choices on multiple choice questions. | Academic Support Program | | | 08/01/2014 | 06/30/2015 | $250 - General Fund | Kim Lake, Melissia Douglas, Jennifer Meadors, Cathy Chaffman |

**Strategy2:**

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments.  End of year exit criteria.

| Activity - Math Software | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students will work independently with Study Island, Star Math, Mangahigh.com | Technology | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo |

**Strategy3:**

Specialized Math Group - Students will work in groups to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments.  Title I recommendations.

| Activity - Homework Help | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students are given more 1 on 1 assistance. | Academic Support Program | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, Cathy Chaffman, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Flooding | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students are placed in small groups for intervention dependent on student needs. | Academic Support Program | | | 01/01/2015 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, LeAnna Hinkle Jodie Gambrell, Connie Reeves, LeeAnn Kersey, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Math clubs to give additional reinforcement of content. | Academic Support Program | | | 01/01/2015 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, LeeAnn Kersey, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

**Strategy4:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

Research Cited:

| Activity - Analyze Data | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers, Principal, SBDM Council |

**All children were screened for kindergarten readiness.**

**Goal 1:**

NA

**Measurable Objective 1:**

collaborate to Not Applicable by 06/30/2014 as measured by Not Applicable.

**Strategy1:**

Not Applicable - Not Applicable

Category:

Research Cited: Not Applicable

| Activity - Not Applicable | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Not Applicable | Other | | | 08/01/2013 | 06/30/2014 | $0 - No Funding Required | Not Applicable |

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

**Goal 1:**

NA

**Measurable Objective 1:**

collaborate to Not Applicable by 06/30/2014 as measured by Not Applicable.

**Strategy1:**

Not Applicable - Not Applicable

Category:

Research Cited: Not Applicable

| Activity - Not Applicable | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Not Applicable | Other | | | 08/01/2013 | 06/30/2014 | $0 - No Funding Required | Not Applicable |

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 57.5% in 2012 to 76.4% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency  increase in the average combined reading and math KPREP scores by 05/01/2015 as measured by 67.0 delivery target..

**Strategy1:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

Research Cited:

| Activity - Analyze Data | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers, Principal, SBDM Council |

**Strategy2:**

Specialized Math Group - Students will work in groups to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments.  Title I recommendations.

| Activity - Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Math clubs to give additional reinforcement of content. | Academic Support Program | | | 01/01/2015 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, LeeAnn Kersey, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Homework Help | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students are given more 1 on 1 assistance. | Academic Support Program | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, Cathy Chaffman, Jodie Gambrell, Connie Reeves, B.J. Shriner, Kimberly Lake, John Crisologo, Nathan Smith |

| Activity - Flooding | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students are placed in small groups for intervention dependent on student needs. | Academic Support Program | | | 01/01/2015 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, LeAnna Hinkle Jodie Gambrell, Connie Reeves, LeeAnn Kersey, Kimberly Lake, John Crisologo, Nathan Smith |

**Strategy3:**

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments.  End of year exit criteria.

| Activity - Math Software | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students will work independently with Study Island, Star Math, Mangahigh.com | Technology | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Sue Anne Bryant, Jodie Gambrell, Connie Reeves, Cathy Chaffman, Kimberly Lake, Nathan Smith, John Crisologo |

**Strategy4:**

Creating and Implementing MC Test Taking Strategies - Each grade level will develop and utilize their own MC test taking strategies.

Category: Continuous Improvement

Research Cited: Allyn + Bacon / Merrill Teaching Strategies Series

| Activity - RIDS Posters | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| This is a visual resource that can be hung on the wall in which students can refer as a reminder of steps to take when trying to eliminate incorrect choices on multiple choice questions. | Academic Support Program | | | 08/01/2014 | 06/30/2015 | $250 - General Fund | Kim Lake, Melissia Douglas, Jennifer Meadors, Cathy Chaffman |

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.2% in 2012 to 73.5% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency in Reading and Math by 06/30/2015 as measured by increasing the overall delivery target for the achievement gap to 62.8%.

**Strategy1:**

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

| Activity - Eng. Mechanics Text | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Use new Houghton Mifflin Journeys Text and Workbook | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

| Activity - Daily Oral Language | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

**Strategy2:**

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Grade level teachers will analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

| Activity - Analyze Data | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers and SBDM council review student performance data to monitor progress. | Policy and Process | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers, Principal, SBDM Council |

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

**Goal 1:**

Increase percentage of Prof/Dist Scores on KPREP in Lang. Mechanics, On Demand Writing and Science.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in improving performace (targeting apprentice population) through M/C test taking skills and task writing in English Language Arts by 06/30/2015 as measured by KPREP results (2014-2015).

**Strategy1:**

Focus on Narrative Based Writing Passages - Teachers have attended SPAT PD; obtained resources/materials; and began implementing SPAT technique 2009. Additionally, re-focus writing curriculum to "narrative based" writing passages; in addition to task writing and persuasive writing.

Category:

Research Cited: Common Core standards

| Activity - Spat technique for task writing | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| SPAT technique used in 5th/6th grade classrooms | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | teachers |

| Activity - On-Demand Writing Scrimmages | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| 5th/6th grade students participate in an on demand writing scrimmage monthly. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $0 - No Funding Required | Teachers |

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in all subcategories of Science with an emphasis in Earth Science in Science by 06/30/2015 as measured by the results of the KPREP assessment.

**Strategy1:**

Purchasing Manipulatives that coincide with Earth Science concepts - The manipulatives will allow the students a more concrete foundation for these Earth Science concepts.

Category: Continuous Improvement

Research Cited: Gardner'sTheory of Multiple Intelligences: Kinesthetic, Spatial, Interpersonals, etc.

| Activity - Hands-on Activities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Oreo Activity - Students demonstrate knowledge of the phases in sequential order of the amount of light using Oreos. Use of Manipulatives to Demonstrate the Seasons - use the modes to show the reasoning behind why we have seasons. Visual Representation of the Phases of the Moon - demonstrating the amount of light increasing through the full moon and then the light decreases from full moon through new moon. | Direct Instruction | | | 08/01/2014 | 06/30/2015 | $100 - General Fund | Classroom Teachers / Labs |

**Goal 2:**

Consumerism: Product Safety and Value

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency that includes current information on product safety and value in Practical Living by 06/30/2014 as measured by meeting the requirements of the program review.

**Strategy1:**

Consumerism /Product Safety and value - Teachers will collaborate and identify resources to include in their instruction on product safety and value.

Category:

Research Cited: Consumer reports, current events, news.

| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers review current events and consumer/product reports. | Other | | | 08/01/2013 | 06/30/2014 | $0 - No Funding Required | homeroom teachers |

# School Safety Diagnostic

# Introduction

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

# School Safety Requirements

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 2. | Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? | Yes | October 28, 2013 | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 3. | Did the SBDM Council adopt the EMP? | Yes | October 28, 2013 | |

| 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 | July 2014 | |

| 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 | August 1, 2014 | |

| 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 |
|---|---|---|---|---|
| 9. | Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 10. | Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? | Yes | July 2014 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 11. | Have practices been developed for students to follow during an earthquake? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 12. | 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 |
|-------|-----------|----------|---------|------------|
| 13. | Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 14. | Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1? | Yes | | |