



# **KDE Comprehensive School Improvement Plan**

**South Marshall Elementary School**

**Marshall County**

Abby Gruffy, Principal  
155 Sid Darnall Road  
Benton, KY 42025

# TABLE OF CONTENTS

Introduction ..... 1

## **Executive Summary**

Introduction ..... 3

Description of the School ..... 4

School's Purpose ..... 5

Notable Achievements and Areas of Improvement ..... 6

Additional Information ..... 7

## **2014-2015 CSIP**

Overview ..... 9

Goals Summary ..... 10

Goal 1: Increase the averaged combined reading and math KPREP scores for elementary and middle students from 44% to 72% in 2017..... 11

Goal 2: Increase the average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017..... 13

Goal 3: All students entering kindergarten will take a screener to determine readiness..... 16

Goal 4: South Marshall Elementary will ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES.)..... 16

Goal 5: Increase the percentage of proficient writers at South Marshall Elementary School..... 18

Activity Summary by Funding Source ..... 20

Progress Notes ..... 23

## **KDE Needs Assessment**

Introduction ..... 25

Data Analysis ..... 26

Areas of Strengths ..... 27

Opportunities for Improvement ..... 28

Conclusion ..... 29

**The Missing Piece**

Introduction ..... 31

Stakeholders ..... 32

Relationship Building ..... 33

Communications ..... 34

Decision Making ..... 36

Advocacy ..... 38

Learning Opportunities ..... 39

Community Partnerships ..... 41

Reflection ..... 42

Report Summary ..... 43

**Improvement Plan Stakeholder Involvement**

Introduction ..... 45

Improvement Planning Process ..... 46

**KDE Assurances - School**

Introduction ..... 48

Assurances ..... 49

**Compliance and Accountability - Elementary Schools**

Introduction ..... 56

Planning and Accountability Requirements ..... 57

**School Safety Diagnostic**

Introduction ..... 73

School Safety Requirements ..... 74

## **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?**

The Marshall County School District consists of ten schools. South Marshall Elementary School is one of the six elementary schools that make up the Marshall County School District. South Marshall Elementary School's campus is located at 155 Sid Darnall Road in Benton, Kentucky. SMES is a school wide Title I School. SMES has an enrollment of 313 students in preschool through 5th grade.

Our students are served by a principal, 14 classroom teachers, a preschool teacher, two resource teachers, a speech/language pathologist, a guidance counselor, a librarian, and teachers for music, art and physical education. Our school offers a KY READS/AmericaCorp instructor, and Extended School services (including an ESS Daytime Waiver teacher), and a Reading and Writing Specialist hired through the Read To Achieve/Reading Recovery grant we received in the spring of 2008. Our support staff includes our secretary, two computer lab managers, instructional aides, custodians, and cafeteria staff. We also have an office of the Jonathan/South Family Resource Center on site.

Our faculty and staff are committed to the districts mission to inspire students to reach their maximum potential by providing a challenging and engaging academic culture. SMES is located in a rural area of the county that has high unemployment. The percentage of students on free or reduced lunch is 72%. This high percentage qualifies us to have two Title 1 teachers. All students qualify for the free lunch program through the Community Eligibility Provisional Program (CPE) which is sponsored by the USDA National School Lunch Program.

One of the challenges we face is the fact that we have a very transient group of students. Over 15% of our students transferred to or from SMES last year. Our attendance is higher, and we feel this is due to having a school nurse in our building every day.

## School's Purpose

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

School's Purpose

MISSION:

South Marshall Elementary School's vision is to inspire a desire in our students to become lifelong learners.

MISSION:

The Marshall County School District inspires students to reach their maximum potential by providing a challenging and engaging academic culture.

BELIEFS:

Ø Learning is a lifelong process.

Ø Decisions are based on what is best for students.

Ø High expectations lead to high performance.

Ø Positive relationships are essential.

Ø Effective teaching is the key element to student success.

Ø All individuals are responsible and accountable.

Ø Every individual will be a productive citizen.

Ø Excellence is worth the investment.

The motto of SMES is your're inspired every day to learn to be distinguished citizens by being ready, responsible, respectful.

## **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.**

Students are recognized in our monthly Character Counts Club based on character traits for the month. Students are nominated for STAR Awards based on demonstration of the South Positive Behavior Incenting System (PBIS.)

Strengths on the 2014 KPREP test have qualified SMES as a Distinguished/Progressing-High Performing School. Specific area of strength was in Science with 96.2% scoring Proficient/Distinguished and Language Mechanics with 86.5% as Proficient/Distinguished. A targeted area of improvement is in Writing and Social Studies.

To address the deficiencies the school has adopted a schoolwide writing plan, provided professional development in writing and aligned the Social Studies vocabulary for grades K-5.

## **Additional Information**

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

SMES students are served by several interventionist that work with students throughout the day to meet the individual needs of students. Students have access to after school tutoring three days per week to help increase student achievement.

# **2014-2015 CSIP**

## **Overview**

### **Plan Name**

2014-2015 CSIP

### **Plan Description**

2014-2015 CSIP

## 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 averaged combined reading and math KPREP scores for elementary and middle students from 44% to 72% in 2017..	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$3239
2	Increase the average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$750
3	All students entering kindergarten will take a screener to determine readiness.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	South Marshall Elementary will ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES.)	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$4000
5	Increase the percentage of proficient writers at South Marshall Elementary School.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$700

## Goal 1: Increase the averaged combined reading and math KPREP scores for elementary and middle students from 44% to 72% in 2017..

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

### Measurable Objective 1:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in their math scores measured in Mathematics by 05/22/2015 as measured by results of the K-PREP assessment..

### (shared) Strategy 1:

Interventions - Students will receive instruction based on research based programs. One program we will use is Moby Max. A certified teacher will develop lessons used during flex time for tier 2 and tier 3 students. Lessons will be differentiated based on weekly progress monitoring.

Category: Continuous Improvement

Research Cited: Moby Max

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online program	Academic Support Program	08/11/2014	05/22/2015	\$239	General Fund	Certified interventionist

### (shared) Strategy 2:

Americorp - An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.

Category: Continuous Improvement

Research Cited: Americorp

Activity - Americorp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.	Direct Instruction	09/04/2014	05/22/2015	\$3000	School Council Funds	Principal

### (shared) Strategy 3:

Professional Learning Communities (FLEX) - Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education

**KDE Comprehensive School Improvement Plan**

South Marshall Elementary School

learning strategies to facilitate the mastery of common core standards.

Category: Professional Learning & Support

Research Cited: Research Cited: Professional Learning Communities, STAR, Thoughtful Education strategies

Activity - Professional Learning Communities (FLEX)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.	Professional Learning	09/22/2014	05/22/2015	\$0	No Funding Required	Principal, District RTI Coordinator, Guidance Counselor, Certified Interventionist

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers insured the correct curriculum alignment to eliminate gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	No Funding Required	Principal, teachers

**Measurable Objective 2:**

68% of Third, Fourth and Fifth grade students will demonstrate a proficiency on KPREP assessment in Reading by 05/22/2015 as measured by KPREP Scores.

**(shared) Strategy 1:**

Interventions - Students will receive instruction based on research based programs. One program we will use is Moby Max. A certified teacher will develop lessons used during flex time for tier 2 and tier 3 students. Lessons will be differentiated based on weekly progress monitoring.

Category: Continuous Improvement

Research Cited: Moby Max

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online program	Academic Support Program	08/11/2014	05/22/2015	\$239	General Fund	Certified interventionist

**(shared) Strategy 2:**

Americorp - An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.

Category: Continuous Improvement

Research Cited: Americorp

## KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Americorp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.	Direct Instruction	09/04/2014	05/22/2015	\$3000	School Council Funds	Principal

### (shared) Strategy 3:

Professional Learning Communities (FLEX) - Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.

Category: Professional Learning & Support

Research Cited: Research Cited: Professional Learning Communities, STAR, Thoughtful Education strategies

Activity - Professional Learning Communities (FLEX)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.	Professional Learning	09/22/2014	05/22/2015	\$0	No Funding Required	Principal, District RTI Coordinator, Guidance Counselor, Certified Interventionist

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers insured the correct curriculum alignment to eliminate gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	No Funding Required	Principal, teachers

## Goal 2: Increase the average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017.

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

### Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 65% in Reading by 05/23/2014 as measured by K-PREP.

## KDE Comprehensive School Improvement Plan

South Marshall Elementary School

### (shared) Strategy 1:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program	08/12/2013	05/23/2014	\$250	General Fund	Chuck Blanchard

### (shared) Strategy 2:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning	07/29/2014	07/29/2014	\$500	General Fund	Principal and Certified Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	No Funding Required	Principal and teachers

### Strategy 3:

RTI Meetings - All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, STAR Renaissance and Moby Max.

Category: Professional Learning & Support

Research Cited: Data Review and Rtl instructional practices

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

South Marshall Elementary School

All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, MAP, and Moby Math.	Academic Support Program	09/29/2014	05/18/2015	\$0	No Funding Required	Principal, District Rtl Specialist, Guidance Counselor, Certified Interventionist
---	--------------------------	------------	------------	-----	---------------------	---

### Measurable Objective 2:

A 2% increase of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 62% in Mathematics by 05/22/2015 as measured by KPREP Scores.

### (shared) Strategy 1:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program	08/12/2013	05/23/2014	\$250	General Fund	Chuck Blanchard

### (shared) Strategy 2:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning	07/29/2014	07/29/2014	\$500	General Fund	Principal and Certified Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	No Funding Required	Principal and teachers

### Goal 3: All students entering kindergarten will take a screener to determine readiness.

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

**Measurable Objective 1:**

50% of Pre-K grade students will demonstrate a proficiency to begin kindergarten in English Language Arts by 05/22/2015 as measured by the administering of the district kindergarten screener tool..

**Strategy 1:**

Kindergarten Entry Screener - The strategy will measure students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

Category: Early Learning

Research Cited: Brigance Screener

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine students' readiness.	Academic Support Program	08/01/2013	05/16/2014	\$0	General Fund	Preschool Director

### Goal 4: South Marshall Elementary will ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES.)

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

**Measurable Objective 1:**

collaborate to ensure that every student is taught by an effective teacher by 05/20/2016 as measured by the Professional Growth and Effectiveness System..

**Strategy 1:**

Effective Teacher Training - Teachers will be immersed into the Charlotte Danielson Framework through many various activities and training opportunities.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Framework and PGES

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Teachers will have the opportunity to visit other classrooms within the school and classrooms in other schools to measure their effectiveness as it relates to the Danielson Framework.	Professional Learning	11/05/2014	05/22/2015	\$600	General Fund	Principal, District Elementary Supervisor, Teachers
---	-----------------------	------------	------------	-------	--------------	---

Activity - Student and Professional Growth Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided instruction on writing effective and measurable Student Growth Goals and Professional Growth Plans.	Professional Learning	08/06/2014	05/22/2015	\$0	No Funding Required	Principal, certified teachers

Activity - Peer Reviewer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will be trained in effective coaching strategies that will be utilized during their Peer Review conferences with certified teachers.	Professional Learning	09/04/2014	09/04/2014	\$0	No Funding Required	District administrators and certified teachers

### Strategy 2:

Highly Qualified Teachers - Only teachers who are highly qualified are hired at South Marshall Elementary School.

Category: Professional Learning & Support

Research Cited: PGES and Danielson Framework

Activity - Highly Qualified Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Only highly qualified teachers are hired at South Marshall Elementary.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	District Funding	Principal, SBDM,

### Measurable Objective 2:

collaborate to ensure that the school is lead by an effective leader by 05/20/2016 as measured by the Principal Professional Growth and Effectiveness System (PPGES.).

### Strategy 1:

Effective Leader Training - Principals will participate in Professional Development that will increase their knowledge of TPGES.

Category: Professional Learning & Support

Research Cited: TPGES and PPGES, Danielson Framework

Activity - KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will attend the Kentucky Leadership Academy (KLA) and the Regional KLA Cadre meetings.	Professional Learning	08/28/2014	02/13/2015	\$500	District Funding	Principal

**KDE Comprehensive School Improvement Plan**

South Marshall Elementary School

Activity - Scott Trimble Assessment and Accountability Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend breakout session of Professional Learning around TPGES and PPGES, and assessment trainings.	Professional Learning	10/20/2014	10/21/2014	\$750	District Funding	Principal
Activity - Effective Coaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will attend a three day Effective Coaching seminar to improve their knowledge of coaching teachers and overall teaching effectiveness.	Professional Learning	07/21/2014	07/23/2014	\$2000	District Funding	District administration and principal
Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will facilitate learning walks for teachers. Teachers will observe classroom instruction and self reflect using the Danielson Framework.	Professional Learning	11/05/2014	05/22/2015	\$0	No Funding Required	Principal and District Elementary Supervisor
Activity - Calibration in Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successfully complete the Teachscape Calibration process.	Professional Learning	11/03/2014	11/03/2014	\$150	District Funding	Assistant Principal

**Goal 5: Increase the percentage of proficient writers at South Marshall Elementary School.**

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

**Measurable Objective 1:**

50% of Fifth grade students will demonstrate a behavior of scoring Proficient and above in Writing by 05/22/2015 as measured by KPREP scores.

**Strategy 1:**

Professional Development - Teachers will receive professional development on the implementation of effective writing techniques.

Category: Professional Learning & Support

Research Cited: Effective Professional Development

Activity - Development of School Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all grade levels will collaborate to develop a schoolwide Writing Plan to ensure effective and consistent writing instruction is provided to all students.	Policy and Process	08/18/2014	05/22/2015	\$350	General Fund	Principal and teachers
Activity - Lucy Calkins Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Teachers will attend a 6 hour training on effective writing strategies developed by Lucy Calkins.	Professional Learning	07/31/2014	07/31/2014	\$350	General Fund	Principal, teachers
---	-----------------------	------------	------------	-------	--------------	---------------------

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Grade level teachers insured the correct curriculum alignment to eliminate gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	Principal, teachers
Professional Learning Communities (FLEX)	Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.	Professional Learning	09/22/2014	05/22/2015	\$0	Principal, District RTI Coordinator, Guidance Counselor, Certified Interventionist
Academic Support Program	All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, MAP, and Moby Math.	Academic Support Program	09/29/2014	05/18/2015	\$0	Principal, District Rtl Specialist, Guidance Counselor, Certified Interventionist
Curriculum Alignment	Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program	07/21/2014	08/06/2014	\$0	Principal and teachers
Student and Professional Growth Planning	Teachers will be provided instruction on writing effective and measurable Student Growth Goals and Professional Growth Plans.	Professional Learning	08/06/2014	05/22/2015	\$0	Principal, certified teachers
Peer Reviewer Training	Selected teachers will be trained in effective coaching strategies that will be utilized during their Peer Review conferences with certified teachers.	Professional Learning	09/04/2014	09/04/2014	\$0	District administrators and certified teachers
Learning Walks	Principals will facilitate learning walks for teachers. Teachers will observe classroom instruction and self reflect using the Danielson Framework.	Professional Learning	11/05/2014	05/22/2015	\$0	Principal and District Elementary Supervisor
<b>Total</b>					<b>\$0</b>	

## KDE Comprehensive School Improvement Plan

South Marshall Elementary School

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Americorp	An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.	Direct Instruction	09/04/2014	05/22/2015	\$3000	Principal
<b>Total</b>					\$3000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Qualified Teacher	Only highly qualified teachers are hired at South Marshall Elementary.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	Principal, SBDM,
Calibration in Teachscape	Successfully complete the Teachscape Calibration process.	Professional Learning	11/03/2014	11/03/2014	\$150	Assistant Principal
KLA	Principal will attend the Kentucky Leadership Academy (KLA) and the Regional KLA Cadre meetings.	Professional Learning	08/28/2014	02/13/2015	\$500	Principal
Scott Trimble Assessment and Accountability Conference	Attend breakout session of Professional Learning around TPGES and PPGES, and assessment trainings.	Professional Learning	10/20/2014	10/21/2014	\$750	Principal
Effective Coaching Strategies	Administrators will attend a three day Effective Coaching seminar to improve their knowledge of coaching teachers and overall teaching effectiveness.	Professional Learning	07/21/2014	07/23/2014	\$2000	District administration and principal
<b>Total</b>					\$3400	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Screening	Determine students' readiness.	Academic Support Program	08/01/2013	05/16/2014	\$0	Preschool Director
Lucy Calkins Training	Teachers will attend a 6 hour training on effective writing strategies developed by Lucy Calkins.	Professional Learning	07/31/2014	07/31/2014	\$350	Principal, teachers
Total Participation Techniques	Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning	07/29/2014	07/29/2014	\$500	Principal and Certified Teachers

**KDE Comprehensive School Improvement Plan**

South Marshall Elementary School

Progress monitoring	Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program	08/12/2013	05/23/2014	\$250	Chuck Blanchard
Development of School Writing Plan	Teachers at all grade levels will collaborate to develop a schoolwide Writing Plan to ensure effective and consistent writing instruction is provided to all students.	Policy and Process	08/18/2014	05/22/2015	\$350	Principal and teachers
Learning Walks	Teachers will have the opportunity to visit other classrooms within the school and classrooms in other schools to measure their effectiveness as it relates to the Danielson Framework.	Professional Learning	11/05/2014	05/22/2015	\$600	Principal, District Elementary Supervisor, Teachers
Interventions	Moby Max online program	Academic Support Program	08/11/2014	05/22/2015	\$239	Certified interventionist
<b>Total</b>					<b>\$2289</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017.		Progress will be achieved by adjusting instruction based on most recent MAP scores.	October 01, 2013	Chuck Blanchard
Strategy	Intervention groups		Monthly RtI meetings adjust the intervention groups based on the most recent data available showing individual needs. More students are moved into benchmark groups based on their most recent data.	October 01, 2013	Chuck Blanchard
Strategy	Intervention groups		The number of Tier 3 students has been reduced by the strategies reading interventionist used to improved their reading scores.	October 01, 2013	Chuck Blanchard
Activity	Progress monitoring	In Progress	Students in Tier 2 and Tier groups are monitored on an weekly or biweekly period. Data from the progress monitoring is used to place student in the most appropriate reading intervention group.	October 01, 2013	Chuck Blanchard

# **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 leadership team analyzed data from our TELL Survey, Parent Survey and Staff Survey, along with K-PREP data found on the School Report Card, and STAR Enterprise data.

As our leadership team analyzed the data we asked ourselves, "Is there a content area or subdomain that stands out as being significantly lower than the others?" We also want to know if there is a group of students that are performing below the others. This year the answer was writing and Social Studies as reflected on the 2014 KPREP scores. As a result of the data analysis the school developed a school wide writing plan and teachers have been provided writing training and supports. In the area of Social Studies the school has implemented a vocabulary alignment for grades K-5.

## **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?**

We are excited to celebrate that we met our delivery targets for Reading, Math, and Science. We were also had higher percentages of students scoring proficient and distinguished than the state percentage in these areas.

In order to sustain these areas of strength we have certified interventionist to work with low performing students in reading and math. We have also applied for the Math Achievement Fund grant in order to gain an interventionist to work with our low performing math students. All math and reading students that did not meet growth and achievement are receiving Extended School Services in these areas to help them meet adequate growth.

## **Opportunities for Improvement**

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

The two areas in need of improvement were in writing and Social Studies. Teachers developed a School wide writing plan to ensure consistency between grade levels. Teachers received the Lucy Calkins writing training at the beginning of the school year to learn effective writing strategies. The District will be developing common writing assessments

In the area of Social Studies, the school has adopted grade level (K-5) essential vocabulary that is vertically aligned to ensure students are taught the vocabulary needed to better understand the content and concepts. Opportunities will be provided for teachers to collaborate districtwide on developing common formative assessments to ensure congruency with the standards.

## **Conclusion**

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

We are in the beginning stages of our Writing Program Review committee working on evaluating and determining the next steps for improving the writing program. Currently, they have created a school wide writing plan and determine strategies and activities to improve student writing.

The District is providing training and support to increase Social Studies scores due to not meeting the delivery targets District wide. Training will be provided in developing common formative and summative assessments to accurately measure student progress and ensure the standards are being effectively taught.

# 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?**

SBDM members: Raquel Reddick, parent; Chris McClure, parent; Kenita Sutherland, teacher; Jenny English, parent; Lori Travis, teacher; Abby Griffy, Interim Principal; Diane Barga, Interim Assistant Principal; Melissa Doom, Guidance Counselor; Melanie Pratt, Family Resource Center Director

## Relationship Building

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

Overall Rating: 2.71

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 2.43

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

---

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

## 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: 1.86

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair 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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## 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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
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: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> </ul>	Novice

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

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

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

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

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

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

## Community Partnerships

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

Overall Rating: 2.5

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## **Reflection**

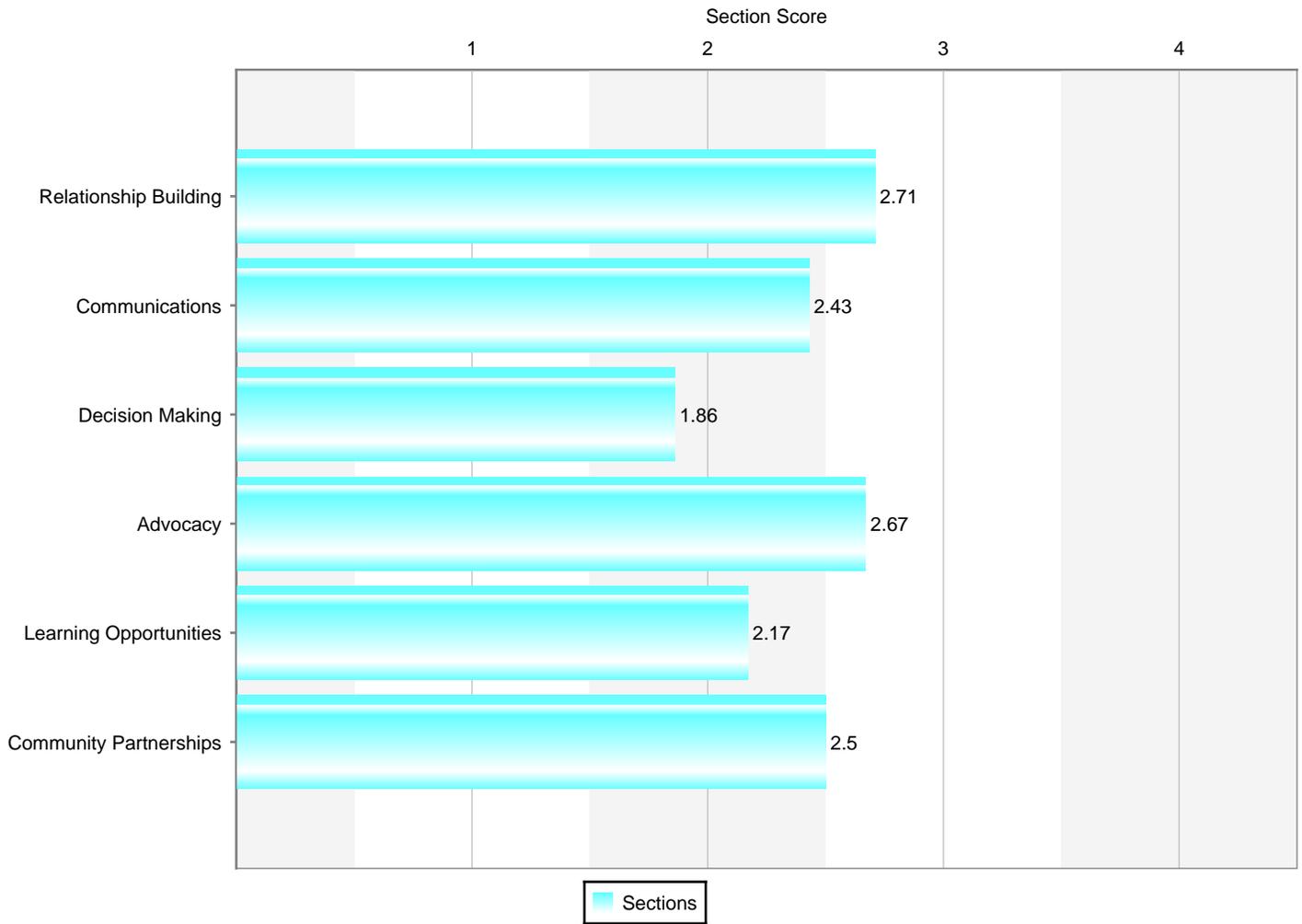
Reflect upon your responses to each of the Missing Piece objectives.

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

Areas of strength are: Relationship Building and Learning Opportunities. Areas for improvement are: Decision Making and Community Partnership. SMES has an interim principal and assistant principal who are working on a continuous improvement plan.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Information was gathered through data analysis done by certified staff, surveys to the parents, students, and the TELL survey and monthly RtI and SBDM meetings. Parents and community members are asked by teachers and administrators to serve on committees with the meeting scheduled after school and items of improvement are discussed and implemented according to strong needs.

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

Stakeholders on the SBDM represent a homemaker, disabled veteran and current educators. They have served in developing and implementing policies and plans on various standing committees.

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

It will be presented at a PTO meeting and the approval process takes place at an open meeting of the SBDM council for discussion and approval and it is reviewed for implementation 3 times a year.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	We conducted a data analysis and identified our schoolwide weakness as being writing. The writing committee developed a plan with strategies for all grades that builds and intensifies through ascending grade levels.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	RTI interventions, master schedule, flex time for each grade level, research-based instructional strategies implemented in every core grade level. Charlotte Danielson professional growth model used to build effective teachers.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	All preschool students have a transition meeting with a kindergarten teacher. All preschool students with an IEP have an ARC transition meeting.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Thoughtful education strategies, RTI intervention strategies, comprehension, fluency, math toolkits, Charlotte Danielson professional growth plan and development for teachers.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers are highly qualified according to the district LEAD report. Label Assurance Response Comment Attachment	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Paraprofessionals assist in the core content and special education classrooms to help students meet lesson targets and IEP goals.	

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

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	SMES allocated Title I funds to appropriate and allowable activities.	

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	Parent Involvement is in place, parents invited to monthly SBDM meetings, standing committees, parents of RTI students receive monthly progress letters.	

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	PD plan developed and approved by SBDM.	

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	The CSIP and Program Review are evaluated 3 times a year for implementation and progress monitoring.	

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	Reviewed KPREP results and identified and discussed all individual students in the GAP category. RTI progress monitoring and RTI monthly meetings to discuss each individual student and establish tier criteria for each student based on district requirements. South Marshall Elementary is a schoolwide Title I school.	

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Thoughtful education strategies, reading and math comprehension and fluency toolkits, RTI interventions and strategies based upon district criteria, Charlotte Danielson model for professional growth and educational instructional strategies. ESS targeted assistance.	

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	Teachers and administrative staff meet monthly with RTI district consultant to discuss and identify tier 2 and 3 students and progress monitoring. ESS program helps targeted students. Title I funds are used to assist identified students through the hiring of certified personnel in order to reduce class size and further individualize instruction.	

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	Flex times for all students for all grade levels in both Math and Reading at different learning levels to enhance individual needs for all differing abilities and levels.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Flex times for all students for all grade levels in both Math and Reading at different learning levels to enhance individual needs for all differing abilities and levels. Targeted students through this process are identified for Title I, RTI, and ESS.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Flex times for all students for all grade levels in both Math and Reading at different learning levels to enhance individual needs for all differing abilities and levels. Performance assemblies, field trips, guest speakers, schoolwide writing projects, student projects, presentations, and performances, science fair.	

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

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	Progress monitoring data, STAR data, RTI monthly meetings.	

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	CES staff meet HQ that instruct ESS and RTI. Furthermore, all aides in the district have to pass a proficiency test or have 2 years of college credit.	

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	All funds allocated from federal programs are kept at district office. South Marshall Elementary is a schoolwide Title I school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Involvement in place, parents invited to monthly SBDM meetings, standing committees, parents of RTI students receive monthly progress letters.	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The CSIP and Program Review are evaluated 3 times a year for implementation and progress monitoring.	

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

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		

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	No	ALL teachers at SMES are HQ.	

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	PD plan developed and approved by SBDM	

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	Information kept on file at district	

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	HQ teachers collaborate with administration to complete yearly evaluations of para-educators.	

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	HQ teachers collaborate with administration to complete yearly evaluations of para-educators.	

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	With the exception of lunch duty and break time, all paraeducators schedules consist of instructional time.	

**KDE Comprehensive School Improvement Plan**

South Marshall Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	We used Title I funds to reduce class size and meet cap requirements. We were not allowed to use Title II fund to reduce cap size.	

# **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 parent involvement at South Marshall Elementary School.

**Measurable Objective 1:**

collaborate to increase parent involvement in PTO, after school programs, children's programs, and volunteering. by 05/17/2013 as measured by attendance at PTO meetings, programs, and festivals. Also by the sign in sheet the office maintains on parent volunteers..

**Strategy1:**

Communication - Communication is the key to informing parents/family members that their involvement at school is an integral part of their child's education

Category:

Research Cited:

Activity - Family events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All volunteer programs and any opportunity for parents to become involved in their child's school will be communicated to them.	Parent Involvement			08/06/2012	05/17/2013	\$0 - General Fund	All teachers and administrative staff

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

**Goal 1:**

Increase the averaged combined reading and math KPREP scores for elementary and middle students from 44% to 72% in 2017..

**Measurable Objective 1:**

63% of All Students will demonstrate a proficiency in their math scores measured in Mathematics by 05/22/2015 as measured by results of the K-PREP assessment..

**Strategy1:**

Interventions - Students will receive instruction based on research based programs. One program we will use is Moby Max. A certified teacher will develop lessons used during flex time for tier 2 and tier 3 students. Lessons will be differentiated based on weekly progress

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

monitoring.

Category: Continuous Improvement

Research Cited: Moby Max

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online program	Academic Support Program			08/11/2014	05/22/2015	\$239 - General Fund	Certified interventionist

## Strategy2:

Americorp - An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.

Category: Continuous Improvement

Research Cited: Americorp

Activity - Americorp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.	Direct Instruction			09/04/2014	05/22/2015	\$3000 - School Council Funds	Principal

## Strategy3:

Professional Learning Communities (FLEX) - Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.

Category: Professional Learning & Support

Research Cited: Research Cited: Professional Learning Communities, STAR, Thoughtful Education strategies

Activity - Professional Learning Communities (FLEX)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.	Professional Learning			09/22/2014	05/22/2015	\$0 - No Funding Required	Principal, District RTI Coordinator, Guidance Counselor, Certified Interventionist

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers insured the correct curriculum alignment to eliminate gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal, teachers

## Measurable Objective 2:

68% of All Students will demonstrate a proficiency on KPREP assessment in Reading by 05/22/2015 as measured by KPREP Scores.

### Strategy1:

Americorp - An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.

Category: Continuous Improvement

Research Cited: Americorp

Activity - Americorp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Americorps member was hired and placed in our school to assist with remediation during our flex times. She has been trained in research-based strategies and progress monitoring methods. She works with students in small and/or one-on-one skill specific groups 4 days per week. She progress monitors students to determine skills progression one day per week.	Direct Instruction			09/04/2014	05/22/2015	\$3000 - School Council Funds	Principal

### Strategy2:

Interventions - Students will receive instruction based on research based programs. One program we will use is Moby Max. A certified teacher will develop lessons used during flex time for tier 2 and tier 3 students. Lessons will be differentiated based on weekly progress monitoring.

Category: Continuous Improvement

Research Cited: Moby Max

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online program	Academic Support Program			08/11/2014	05/22/2015	\$239 - General Fund	Certified interventionist

### Strategy3:

Professional Learning Communities (FLEX) - Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.

Category: Professional Learning & Support

Research Cited: Research Cited: Professional Learning Communities, STAR, Thoughtful Education strategies

Activity - Professional Learning Communities (FLEX)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together monthly in their professional learning communities to analyze student data and will discuss each student's individual progress with the principal and/or counselor. Teachers will use research-based learning tools, STAR resources, and Thoughtful Education learning strategies to facilitate the mastery of common core standards.	Professional Learning			09/22/2014	05/22/2015	\$0 - No Funding Required	Principal, District RTI Coordinator, Guidance Counselor, Certified Interventionist

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers insured the correct curriculum alignment to eliminate gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal, teachers

## Goal 2:

Increase the average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency of 62% in Mathematics by 05/22/2015 as measured by KPREP Scores.

### Strategy1:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal and teachers

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning			07/29/2014	07/29/2014	\$500 - General Fund	Principal and Certified Teachers

## Strategy2:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program			08/12/2013	05/23/2014	\$250 - General Fund	Chuck Blanchard

## Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency of 65% in Reading by 05/23/2014 as measured by K-PREP.

## Strategy1:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program			08/12/2013	05/23/2014	\$250 - General Fund	Chuck Blanchard

## Strategy2:

RTI Meetings - All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, STAR Renaissance and Moby Max.

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Category: Professional Learning & Support

Research Cited: Data Review and Rtl instructional practices

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, MAP, and Moby Math.	Academic Support Program			09/29/2014	05/18/2015	\$0 - No Funding Required	Principal, District Rtl Specialist, Guidance Counselor, Certified Interventionist

### Strategy3:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning			07/29/2014	07/29/2014	\$500 - General Fund	Principal and Certified Teachers

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

South Marshall Elementary will ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES.)

### Measurable Objective 1:

collaborate to ensure that every student is taught by an effective teacher by 05/20/2016 as measured by the Professional Growth and  
SY 2014-2015

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Effectiveness System..

## Strategy1:

Effective Teacher Training - Teachers will be immersed into the Charlotte Danielson Framework through many various activities and training opportunities.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Framework and PGES

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to visit other classrooms within the school and classrooms in other schools to measure their effectiveness as it relates to the Danielson Framework.	Professional Learning			11/05/2014	05/22/2015	\$600 - General Fund	Principal, District Elementary Supervisor, Teachers

Activity - Peer Reviewer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will be trained in effective coaching strategies that will be utilized during their Peer Review conferences with certified teachers.	Professional Learning			09/04/2014	09/04/2014	\$0 - No Funding Required	District administrators and certified teachers

Activity - Student and Professional Growth Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided instruction on writing effective and measurable Student Growth Goals and Professional Growth Plans.	Professional Learning			08/06/2014	05/22/2015	\$0 - No Funding Required	Principal, certified teachers

## Strategy2:

Highly Qualified Teachers - Only teachers who are highly qualified are hired at South Marshall Elementary School.

Category: Professional Learning & Support

Research Cited: PGES and Danielson Framework

Activity - Highly Qualified Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Only highly qualified teachers are hired at South Marshall Elementary.	Recruitment and Retention			07/01/2014	06/30/2015	\$0 - District Funding	Principal, SBDM,

## Measurable Objective 2:

collaborate to ensure that the school is lead by an effective leader by 05/20/2016 as measured by the Principal Professional Growth and Effectiveness System (PPGES.).

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

## Strategy1:

Effective Leader Training - Principals will participate in Professional Development that will increase their knowledge of TPGES.

Category: Professional Learning & Support

Research Cited: TPGES and PPGES, Danielson Framework

Activity - Effective Coaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend a three day Effective Coaching seminar to improve their knowledge of coaching teachers and overall teaching effectiveness.	Professional Learning			07/21/2014	07/23/2014	\$2000 - District Funding	District administration and principal

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will facilitate learning walks for teachers. Teachers will observe classroom instruction and self reflect using the Danielson Framework.	Professional Learning			11/05/2014	05/22/2015	\$0 - No Funding Required	Principal and District Elementary Supervisor

Activity - Calibration in Teachscape	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successfully complete the Teachscape Calibration process.	Professional Learning			11/03/2014	11/03/2014	\$150 - District Funding	Assistant Principal

Activity - Scott Trimble Assessment and Accountability Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend breakout session of Professional Learning around TPGES and PPGES, and assessment trainings.	Professional Learning			10/20/2014	10/21/2014	\$750 - District Funding	Principal

Activity - KLA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will attend the Kentucky Leadership Academy (KLA) and the Regional KLA Cadre meetings.	Professional Learning			08/28/2014	02/13/2015	\$500 - District Funding	Principal

## Goal 4:

Increase the percentage of proficient writers at South Marshall Elementary School.

### Measurable Objective 1:

50% of All Students will demonstrate a behavior of scoring Proficient and above in Writing by 05/22/2015 as measured by KPREP scores.

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

---

## Strategy1:

Professional Development - Teachers will receive professional development on the implementation of effective writing techniques.

Category: Professional Learning & Support

Research Cited: Effective Professional Development

Activity - Development of School Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will collaborate to develop a schoolwide Writing Plan to ensure effective and consistent writing instruction is provided to all students.	Policy and Process			08/18/2014	05/22/2015	\$350 - General Fund	Principal and teachers

Activity - Lucy Calkins Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a 6 hour training on effective writing strategies developed by Lucy Calkins.	Professional Learning			07/31/2014	07/31/2014	\$350 - General Fund	Principal, teachers

All children were screened for kindergarten readiness.

## Goal 1:

All students entering kindergarten will take a screener to determine readiness

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency in able to begin kindergarten in English Language Arts by 08/01/2013 as measured by the administering of the district kindergarten screener tool..

## Strategy1:

Kinergarten Entry Screener - The strategy will measure students' readines for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine students' readiness.	Academic Support Program			08/01/2013	05/16/2014	\$0 - General Fund	Preschool Director

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

### Goal 1:

All students entering kindergarten will take a screener to determine readiness

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in able to begin kindergarten in English Language Arts by 08/01/2013 as measured by the administering of the district kindergarten screener tool..

### Strategy1:

Kinergarten Entry Screener - The strategy will measure students' readines for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

Category:

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine students' readiness.	Academic Support Program			08/01/2013	05/16/2014	\$0 - General Fund	Preschool Director

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 average combined Reading and Math Proficiency ratings for all students in the non-duplicated Gap Group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency of 65% in Reading by 05/23/2014 as measured by K-PREP.

### Strategy1:

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

RTI Meetings - All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, STAR Renaissance and Moby Max.

Category: Professional Learning & Support

Research Cited: Data Review and Rtl instructional practices

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, MAP, and Moby Math.	Academic Support Program			09/29/2014	05/18/2015	\$0 - No Funding Required	Principal, District Rtl Specialist, Guidance Counselor, Certified Interventionist

## Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency of 62% in Mathematics by 05/22/2015 as measured by KPREP Scores.

## Strategy1:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning			07/29/2014	07/29/2014	\$500 - General Fund	Principal and Certified Teachers

## Goal 2:

Identified students will receive Extended School Services

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

---

## Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/17/2013 as measured by K-Prep scores from May of 2013.

### Strategy1:

Daytime waiver - Through our daytime waiver, the ESS teacher will work before, during, and after school hours with students identified by K-Prep scores, MAP scores, and other data provided by the classroom teacher.

Category:

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental instruction before, during, and after school hours	Academic Support Program			10/01/2012	04/30/2013	\$4913 - Title II Part A	Beth Johnson

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 33% in 2012 to 66.5% in 2017.

## Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency of 65% in Reading by 05/23/2014 as measured by K-PREP.

### Strategy1:

RTI Meetings - All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, STAR Renaissance and Moby Max.

Category: Professional Learning & Support

Research Cited: Data Review and Rtl instructional practices

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet one day per month on planning times with the District Rtl specialist, principal, and guidance counselor. During this meeting, student benchmark and progress monitoring data will be reviewed. Student academic placement and instructional decisions will be determined based on data review and group discussion. Data will be reviewed from a variety of sources including, but not limited to, STAR Math & Reading, AIMSweb, MAP, and Moby Math.	Academic Support Program			09/29/2014	05/18/2015	\$0 - No Funding Required	Principal, District Rtl Specialist, Guidance Counselor, Certified Interventionist

## Strategy2:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program			08/12/2013	05/23/2014	\$250 - General Fund	Chuck Blanchard

## Strategy3:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning			07/29/2014	07/29/2014	\$500 - General Fund	Principal and Certified Teachers

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal and teachers

## Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency of 62% in Mathematics by 05/22/2015 as measured by KPREP Scores.

### Strategy1:

Intervention groups - Students will be placed in intervention groups based on their K-PREP, STAR scores, progress monitoring. Americorp member participation, ESS with a daytime waiver, flex grouping to meet small group needs. Kindergarten students will be placed according to their August Brigance ratings

Category: Continuous Improvement

Research Cited: This is a research based use of technology and thoughtful ed strategies to improve student scores.

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will progress monitor students in Rtl to check for improvement and effective instruction strategies.	Academic Support Program			08/12/2013	05/23/2014	\$250 - General Fund	Chuck Blanchard

### Strategy2:

Professional Development - Professional Development - Teacher representatives will participate in aligned, research-based professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.

Category: Professional Learning & Support

Research Cited: Research based instructional strategies

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development - Teacher representatives will participate in aligned, research-based student engagement professional development on strategies and interventions. These teacher representatives will then meet with the rest of the faculty to present these strategies.	Professional Learning			07/29/2014	07/29/2014	\$500 - General Fund	Principal and Certified Teachers

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum to ensure there are no gaps in content.	Academic Support Program			07/21/2014	08/06/2014	\$0 - No Funding Required	Principal and teachers

# KDE Comprehensive School Improvement Plan

South Marshall Elementary School

---

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

## Goal 1:

Increase the percentage of proficient writers at South Marshall Elementary School.

## Measurable Objective 1:

50% of All Students will demonstrate a behavior of scoring Proficient and above in Writing by 05/22/2015 as measured by KPREP scores.

## Strategy1:

Professional Development - Teachers will receive professional development on the implementation of effective writing techniques.

Category: Professional Learning & Support

Research Cited: Effective Professional Development

Activity - Development of School Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will collaborate to develop a schoolwide Writing Plan to ensure effective and consistent writing instruction is provided to all students.	Policy and Process			08/18/2014	05/22/2015	\$350 - General Fund	Principal and teachers

Activity - Lucy Calkins Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a 6 hour training on effective writing strategies developed by Lucy Calkins.	Professional Learning			07/31/2014	07/31/2014	\$350 - General Fund	Principal, 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	09-26-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	09-26-13	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	10-27-14	

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?	No	The EMP was not reviewed until October 27, 2014. This was due to the fact that the previous principal resigned suddenly and an interim had to be assigned.	

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		

**KDE Comprehensive School Improvement Plan**

South Marshall Elementary School

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	10-24-13	

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">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety 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">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		