



KDE Comprehensive School Improvement Plan

Rockfield Elementary
Warren County

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Bowling Green, KY 42101

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Rockfield Elementary, established in 1920, is a Pre-K thru grade 6 school located at 7597 Russellville Road in Rockfield, a small rural community in Warren County, Kentucky. Warren County Public Schools has a total enrollment of 15,169 students. The school is a Title I school with an enrollment of 653 students.

The community of Rockfield is actively involved in our daily school life. Our community IGA is our school business partner. Parent volunteers have logged over 2,000 hours over the last four school years. Our PTO and Family Resource Center sponsor parent and grandparent involvement activities throughout the school year to create a positive parent partnership with the school. High expectations and "no excuses" is stressed daily. Everyone has the right and opportunity as a student to a high quality education.

Demographics of the student population include the following in approximate percentages:

American Indian or Alaskan Native .31%

Black/African American-2.91%

Hispanic/Latino-3.22%

White-89.43%

Two or more races-4.13%

Female-50.23%

Male-49.77%

Special Education-17.92%

Free and Reduced Lunch-64%

Rockfield Elementary employs 48 certified employees and 35 classified employees. Our staff is ever-dedicated to establishing excellence and creating a dynamic learning environment in which to cultivate the minds of our students. Our average student to teacher ratio is 15:1. We have three National Board Certified Teachers. Our teachers' average years of teaching experience is 10. All of our teachers are highly qualified. 15.4% of our teachers hold a Bachelor's Degree, 55.8% hold a Masters Degree, and 13.5% have a Rank I Certification.

Technology is ever-changing and has changed dramatically at Rockfield over the last three years. Our student to internet connected instructional computer ratio is 2:1 while 100% of our computers meet state minimum standards. Students have access to three portable laptop carts (each containing 32 laptop computers); two portable iPad carts (each containing 32 student iPads); and one portable iPod cart (containing 32 iPods). Each teacher has a minimum of two classroom computers and two student accessible iPads.

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.

Rockfield Elementary's Mission Statement: Igniting minds, fueling futures: creating the leaders of tomorrow.

Vision Statement: Learning today, leading tomorrow!

Our school Philosophy along with the Mission and Vision Statement embody our purpose as well as offering high expectations for students.

PHILOSOPHY

I. Goal

Rockfield Elementary Faculty and Staff members realize the tremendous importance of the educational program. We believe that each child regardless of race, color, national origin, sex, religion, age or disability should be given an equal opportunity to develop to his or her fullest potential and capacity. Opportunities should be provided for each child to progress in a continuous course basing each step upon past experiences.

Objectives

1. To provide academic programs appropriate to each child's needs.
2. To provide accessible materials for enrichment.
3. To provide extra-curricular programs to meet the special capabilities of students.
4. To contribute to the development and use of syllabi in academic areas and Comprehensive School Improvement Plan updates.
5. To keep cumulative records on each child's progress.
6. To use appropriate diagnostic measures to assess a student's needs.
7. To select appropriate teaching materials and teaching strategies to meet each child's needs.

II. Goal

We believe that it is the responsibility of this school to provide the opportunity for each student to achieve according to his or her level of ability.

Objectives

1. To challenge each child to achieve at his or her highest level in all of the learner goals and expectations.
2. To provide flexible study programs for all children, including exceptional children, as well as physically, mentally, socially, and emotionally disabled children.
3. To provide opportunities for children to overcome any academic or social difficulties.

III. Goal

We believe that we need to know each pupil as an individual: his or her strengths, problems, interests, aspirations, needs and weaknesses.

Objectives

1. To use basic communication and mathematics skills for purposes and situations he or she will encounter throughout their lives.
2. To develop his or her abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and career studies to what they will encounter throughout their lives.
3. To develop his or her abilities to become self-sufficient individuals.
4. To develop his or her abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. To develop his or her abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. To develop his or her abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

7. To provide flexible and unique study programs for all children including exceptional children as well as physically, socially, mentally and emotionally disabled children.

IV. Goal

We believe that with an atmosphere of cooperation between school, parents, and community, the student can fulfill his ultimate goal- a basic education.

Objectives

1. To provide a Parent-Teacher Organization to enhance communication between community and school.
2. To provide a student handbook that informs parents and students of rules and regulations pertaining to our school.
3. To provide an atmosphere of open communication between parents and school through written and oral means.
4. To provide opportunities for parents to participate in the classroom with special activities.
5. To encourage participation at all extracurricular activities.
6. To provide a link between school and various community agencies to meet students' physical and emotional needs.

V. Goal

We support the concept that through the personnel, each child will be provided with maximum educational experiences.

Objectives

1. To provide highly qualified personnel to carry out the existing program.
2. To provide personnel to meet the needs of each student in the area of remediation.
3. To provide personnel to give each student the opportunity to participate in and value experiences related to the fine arts.
4. To provide personnel to meet the needs of the exceptional student.
5. To keep abreast of the latest thinking in the field of education through participating in educational workshops, in-service programs, higher education courses, professional publications, travel opportunities, and membership in professional organizations.

VI. Goal

We feel that the facilities should provide an environment conducive to the learning process.

Objectives

1. To provide a physical place, equipment, and materials that are adequate in supporting the existing program in all phases of the curriculum.
2. To provide sufficient materials in order to meet individual student needs throughout the basic curriculum.
3. To provide a physical plant which meets required regulations and creates an atmosphere conducive to learning.

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.

Science Club: 1st place in STEMshot rocket launch competition by GRECC and WKU

Academic Team won Quick Recall at 6th Grade Showcase and 3rd Place Overall. There were multiple student medal winners as well.

Student Council raised money from or fall social to donate \$500 to family resource for holiday meals this year.

The Rockfield Archery Team was established in 2014-2015 and will be competing in tournaments during the 2015-1016 school year.

212 Academy Students:

Rockfield Elementary enrolled 15 5th/6th grade students in the District 212 Academy for students on August 26, 2013. The academy takes its name from the temperature at which water boils-212° Fahrenheit. Just as matter changes form when water becomes steam, 212° Academy is a place for high-ability 5th and 6th grade students to be transformed as they immerse themselves into an integrated Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum.

Rockfield Leaders helped to raise 300 pounds of candy for the Treats for Troops program.

The local Humane Society recognized Rockfield Elementary 1st grade students for collecting and presenting over 200 items to help the shelter assist in caring for homeless animals.

6th grade Service Learning Project:

Student Council held a Fall Social and all money collected was donated to family resource for Thanksgiving meals. Meals were provided to over 50 families.

Additional Information

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

Rockfield Elementary is a Leader in Me School. Our school embodies the 7 Habits of Leader In Me throughout the hallways and corridors of our campus. We recently won a proposal from the Leadership Bowling Green 2015 class to extend our LIM environment to our campus exterior. Further, we had a ribbon cutting ceremony in which BG Chamber of Campus attended which was completely student driven. We are a school that is creating leaders daily.

Comprehensive School Improvement Plan 2015- 16

Overview

Plan Name

Comprehensive School Improvement Plan 2015-16

Plan Description

Goals and plans for CSIP 15-16

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	Assessment Practices	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Math Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Writing Poficiency	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500
4	Language Mechanics	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

Goal 1: Assessment Practices

Measurable Objective 1:

A 57% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or distinguished performances in Mathematics by 09/01/2016 as measured by the annual KPREP assessment.

Strategy 1:

Increased combined Math proficiency - Teachers and administrators will work in PLC's analyze student performances on STAR, district common assessments and other assessments to determine what instructional strategies and programing to implement to enhance student achievement.

Category: Continuous Improvement

Research Cited: Professional Learning Communities has long been determined to be research based.

Activity - Increased combined Math proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Tell Survey data and KPREP data we need to spend time as a faculty discovering methods to increase Math combined Proficient/Distinguished performances.	Academic Support Program	10/01/2015	09/30/2017	\$0	No Funding Required	Administration and teachers

Goal 2: Math Novice Reduction

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in order to reduce the number of students scoring novice in Mathematics by 09/30/2017 as measured by KPREP assessment..

Strategy 1:

Math Novice Reduction - PLC'S will meet with administration to analyze common assessments and determine best practices to impact student achievement.

Category: Continuous Improvement

Research Cited: It has been long determined that Professional Learning Communities are extremely effective to enhance student achievement and improving professional practices.

Activity - Common Assessment Math Novice Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use of district common assessments and PLC's to improve instructional practices to decrease Math novice percentages.	Professional Learning	09/01/2015	09/29/2017	\$0	No Funding Required	Administration and Teachers
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Goal 3: Writing Poficiency

Measurable Objective 1:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth evidenced by scoring proficient or distinguished in Writing by 09/30/2016 as measured by KPREP assessment..

Strategy 1:

Professional Development - We will meet in grade levels first then across grade levels to score student writings monthly. This will enable us to better discuss our writing instructional practices and teaching strategies such as our Lucy Caulkins and the On Demand/3.8 training. We will follow up in PLC's and faculty meetings with teachers and staff regarding our writing process and procedures. We will also have students evaluate others' writing pieces based on established rubrics.

Category: Continuous Improvement

Research Cited: Lucy Caulkins training and Sylvia Abel/Atherton program utilizes research based strategies to positively impact instructional methods and student learning.

Activity - Lucy Caulkins and Abell/Atherton Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to help teachers provide instruction and feedback to students to improve their academic performances.	Academic Support Program	08/01/2015	09/30/2016	\$1500	School Council Funds	Administration and teachers

Goal 4: Language Mechanics

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level of 71% in Writing by 10/01/2016 as measured by the on-demand/language mechanics portion of K-PREP.

Strategy 1:

Language Mechanics Analysis - Students will work on language mechanics analysis weekly. The analysis will take place in centers, whole group teaching, and individual conferencing.

Category: Learning Systems

Research Cited: Grammar, Usage, and Mechanics helps students master the conventions of standard English critical for success on next-generation assessments and

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college- and career-ready writing.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with administration and reading coach work in PLC's to analyze student writings, teaching strategies and provide feedback to improve teaching and learning.	Professional Learning	09/01/2015	05/31/2017	\$500	School Council Funds	Administration and 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
Common Assessment Math Novice Reduction	Use of district common assessments and PLC's to improve instructional practices to decrease Math novice percentages.	Professional Learning	09/01/2015	09/29/2017	\$0	Administration and Teachers
Increased combined Math proficiency	Based on Tell Survey data and KPREP data we need to spend time as a faculty discovering methods to increase Math combined Proficient/Distinguished performances.	Academic Support Program	10/01/2015	09/30/2017	\$0	Administration and teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers along with administration and reading coach work in PLC's to analyze student writings, teaching strategies and provide feedback to improve teaching and learning.	Professional Learning	09/01/2015	05/31/2017	\$500	Administration and teachers
Lucy Caulkins and Abell/Atherton Training	Provide training to help teachers provide instruction and feedback to students to improve their academic performances.	Academic Support Program	08/01/2015	09/30/2016	\$1500	Administration and teachers
Total					\$2000	

Phase I - 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?

Our scores over the past four years have improved against other schools in the areas of Math, Science, and Writing.

- * Math declined from a rank of 310 in 2012-'13 and 312 in 2013-14 to 320 in 2014-15
- * Writing decreased from a rank of 186 in 12-'13' to 284 in 2013-14 and to 496 in 2014-15
- * Social Studies ranking fluctuated from a rank of 249 in 2012-13 to 302 in 2013-2014 and 303 in 2014-15
- * Reading ranking increased from a rank of 240 in 2012-13 to 322 in 2013-14 and 179 in 2014-15
- * Overall ranking increased from a rank of 232 in 12-'13' to 302 in 13-'14 and 315 in 15-16

After analysis of the 14-15 data we will need to focus more on Writing, Math and Language. Our Math data indicated a growth in Novice performers. In Writing 31.3 % of Rockfield Elementary School students scored either Prof. or Dist. in writing as compared to 45.6% at the district level and 43.8% at the state level.

Areas of Strengths

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

Our reading scores were very good. We reduced the novice from 18.5 percent to 12.9 percent, while increasing the combined reading and math percentages to 61.2%!

We had 53.3 percent of our students scoring proficient or distinguished (highest percentage to date) in Math. However we also had an increase of students scoring novice at 17.6%.

In Social Studies we had 21.9 percent scoring Distinguished from 10.3% the year before. But our Novice percentage rose from 5.7% to 12.5%.

Opportunities for Improvement

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

After analysis of the 14-15 data we will need to focus more on Writing, Math and Language. Our Math data indicated a growth in Novice performers. In Writing 31.3 % of Rockfield Elementary School students scored either Prof. or Dist. in writing as compared to 45.6% at the district level and 43.8% at the state level.

Plans we are using to improve areas of need are providing more human resources for intervention. Grade level teams will submit PLC's monthly depicting student achievement levels, scoring process, feedback provided and changes in instructional strategies based on student performances on formative, summative assessments as well as District Common Assessments and STAR Universal Screens.

Conclusion

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

Next step will be to follow up on plans created to ensure implementation and fidelity. Accountability of plans will be in form of submitting Grade level PLC's data analysis which will be depicting student achievement levels, scoring process, feedback provided and changes in instructional strategies based on student performances on formative, summative assessments as well as District Common Assessments and STAR Universal Screeners.

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Foster a learning environment that creates independent, problem solving leaders.

Measurable Objective 1:

collaborate to develop leaders with 21st Century Skills and unleash each child's full potential by 05/30/2016 as measured by attendance, surveys, discipline data, and academic scores.

Strategy1:

LEADER IN ME AND KYCID - All teachers will be provided with ongoing Leader in Me and KYCID training to help students develop the essential life skills and characteristics needed in order to thrive in the 21st century.

Category: Career Readiness Pathways

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor and evaluate the effectiveness of the program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc. (Infinite Campus, SWIS data and CIITS.	Behavioral Support Program	12/01/2014	06/30/2016	\$2000 - Grant Funds	All staff and administration

Goal 2:

Math Novice Reduction

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in order to reduce the number of students scoring novice in Mathematics by 09/30/2017 as measured by KPREP assessment..

Strategy1:

Math Novice Reduction - PLC'S will meet with administration to analyze common assessments and determine best practices to impact student achievement.

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Category: Continuous Improvement

Research Cited: It has been long determined that Professional Learning Communities are extremely effective to enhance student achievement and improving professional practices.

Activity - Common Assessment Math Novice Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of district common assessments and PLC's to improve instructional practices to decrease Math novice percentages.	Professional Learning	09/01/2015	09/29/2017	\$0 - No Funding Required	Administration and Teachers

Goal 3:

Assessment Practices

Measurable Objective 1:

A 57% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or distinguished performances in Mathematics by 09/01/2016 as measured by the annual KPREP assessment.

Strategy1:

Increased combined Math proficiency - Teachers and administrators will work in PLC's analyze student performances on STAR, district common assessments and other assessments to determine what instructional strategies and programming to implement to enhance student achievement.

Category: Continuous Improvement

Research Cited: Professional Learning Communities has long been determined to be research based.

Activity - Increased combined Math proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tell Survey data and KPREP data we need to spend time as a faculty discovering methods to increase Math combined Proficient/Distinguished performances.	Academic Support Program	10/01/2015	09/30/2017	\$0 - No Funding Required	Administration and teachers

Goal 4:

Writing Proficiency

Measurable Objective 1:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth evidenced by scoring proficient

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or distinguished in Writing by 09/30/2016 as measured by KPREP assessment..

Strategy1:

Professional Development - We will meet in grade levels first then across grade levels to score student writings monthly. This will enable us to better discuss our writing instructional practices and teaching strategies such as our Lucy Caulkins and the On Demand/3.8 training. We will follow up in PLC's and faculty meetings with teachers and staff regarding our writing process and procedures. We will also have students evaluate others' writing pieces based on established rubrics.

Category: Continuous Improvement

Research Cited: Lucy Caulkins training and Sylvia Abel/Atherton program utilizes research based strategies to positively impact instructional methods and student learning.

Activity - Lucy Caulkins and Abell/Atherton Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to help teachers provide instruction and feedback to students to improve their academic performances.	Academic Support Program	08/01/2015	09/30/2016	\$1500 - School Council Funds	Administration and teachers

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 K-PREP scores from 50.9% to 72.7% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Rockfield Elementary School from from 50.9%to 72.7 by 05/29/2017 as measured by K-Prep.

Strategy1:

PLC's and CITTs - The Staff will meet weekly in PLC's to analyze data and share effective uses of CITTs for improving instructional practices and student engagement for continuous improvement.

Category:

Research Cited:

Activity - Use of Rubrics and Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will spend time in PLC's to design rubrics and exemplars to enable students to measure the quality of their work.	Professional Learning	02/03/2014	05/29/2017	\$1000 - Title II Part A	Administration and teachers

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Activity - Vertical and horizontal planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide vertical and horizontal planning to enable staff to collaborate best practices to enhance teaching and learning.	Professional Learning	02/03/2014	05/29/2017	\$3000 - Title II Part A	Administration and teachers

Activity - PLC's and CITTS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be offered to further PLC work. CITTS training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2017	\$500 - Title II Part A	Monte Cassady, Natalia Estes, and Lori Morris

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

Goal 1:

All incoming Kindergarten students will be screened for basic reading and math skills at the start of the school year

Measurable Objective 1:

collaborate to determine the skill level and instructional level of every incoming Kindergarten student by 08/15/2013 as measured by Brigance.

Strategy1:

Kindergarten Readiness - Assess each Kindergarten student with the Brigance Assessment to determine each child's specific need upon entering Kindergarten.

Category:

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each child entering Kindergarten will be assessed for Kindergarten Readiness in order to provide data to inform staff and parents of how best to provide targeted instruction to appropriately challenge every student.	Academic Support Program	08/09/2013	09/01/2017	\$1000 - State Funds	Kindergarten Teachers, Kindergarten Aides, Sepcial Needs Staff and Administration.

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

Goal 1:

All incoming Kindergarten students will be screened for basic reading and math skills at the start of the school year

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Measurable Objective 1:

collaborate to determine the skill level and instructional level of every incoming Kindergarten student by 08/15/2013 as measured by Brigance.

Strategy1:

Kindergarten Readiness - Assess each Kindergarten student with the Brigance Assessment to determine each child's specific need upon entering Kindergarten.

Category:

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each child entering Kindergarten will be assessed for Kindergarten Readiness in order to provide data to inform staff and parents of how best to provide targeted instruction to appropriately challenge every student.	Academic Support Program	08/09/2013	09/01/2017	\$1000 - State Funds	Kindergarten Teachers, Kindergarten Aides, Sepcial Needs Staff and Administration.

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores from 50.9% to 72.7% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Rockfield Elementary School from from 50.9%to 72.7 by 05/29/2017 as measured by K-Prep.

Strategy1:

PLC's and CITTs - The Staff will meet weekly in PLC's to analyze data and share effective uses of CITTs for improving instructional practices and student engagement for continuous improvement.

Category:

Research Cited:

Activity - PLC's and CITTs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be offered to further PLC work. CITTs training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2017	\$500 - Title II Part A	Monte Cassady, Natalia Estes, and Lori Morris

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Activity - Professional Growth Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide training for our staff regarding the implementation of the Professional Growth Effectiveness System in the 14-15 school year.	Professional Learning	01/06/2014	09/26/2014	\$500 - General Fund	Administration and Teachers

Activity - Use of Rubrics and Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will spend time in PLC's to design rubrics and exemplars to enable students to measure the quality of their work.	Professional Learning	02/03/2014	05/29/2017	\$1000 - Title II Part A	Administration and teachers

Activity - Vertical and horizontal planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide vertical and horizontal planning to enable staff to collaborate best practices to enhance teaching and learning.	Professional Learning	02/03/2014	05/29/2017	\$3000 - Title II Part A	Administration and teachers

Goal 2:

Math Novice Reduction

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in order to reduce the number of students scoring novice in Mathematics by 09/30/2017 as measured by KPREP assessment..

Strategy1:

Math Novice Reduction - PLC'S will meet with administration to analyze common assessments and determine best practices to impact student achievement.

Category: Continuous Improvement

Research Cited: It has been long determined that Professional Learning Communities are extremely effective to enhance student achievement and improving professional practices.

Activity - Common Assessment Math Novice Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of district common assessments and PLC's to improve instructional practices to decrease Math novice percentages.	Professional Learning	09/01/2015	09/29/2017	\$0 - No Funding Required	Administration and Teachers

Goal 3:

Assessment Practices

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Measurable Objective 1:

A 57% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or distinguished performances in Mathematics by 09/01/2016 as measured by the annual KPREP assessment.

Strategy1:

Increased combined Math proficiency - Teachers and administrators will work in PLC's analyze student performances on STAR, district common assessments and other assessments to determine what instructional strategies and programming to implement to enhance student achievement.

Category: Continuous Improvement

Research Cited: Professional Learning Communities has long been determined to be research based.

Activity - Increased combined Math proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tell Survey data and KPREP data we need to spend time as a faculty discovering methods to increase Math combined Proficient/Distinguished performances.	Academic Support Program	10/01/2015	09/30/2017	\$0 - No Funding Required	Administration and teachers

Goal 4:

Writing Proficiency

Measurable Objective 1:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth evidenced by scoring proficient or distinguished in Writing by 09/30/2016 as measured by KPREP assessment..

Strategy1:

Professional Development - We will meet in grade levels first then across grade levels to score student writings monthly. This will enable us to better discuss our writing instructional practices and teaching strategies such as our Lucy Caulkins and the On Demand/3.8 training. We will follow up in PLC's and faculty meetings with teachers and staff regarding our writing process and procedures. We will also have students evaluate others' writing pieces based on established rubrics.

Category: Continuous Improvement

Research Cited: Lucy Caulkins training and Sylvia Abel/Atherton program utilizes research based strategies to positively impact instructional methods and student learning.

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Activity - Lucy Caulkins and Abell/Atherton Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to help teachers provide instruction and feedback to students to improve their academic performances.	Academic Support Program	08/01/2015	09/30/2016	\$1500 - School Council Funds	Administration and teachers

Goal 5:

Language Mechanics

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level of 71% in Writing by 10/01/2016 as measured by the on-demand/language mechanics portion of K-PREP.

Strategy1:

Language Mechanics Analysis - Students will work on language mechanics analysis weekly. The analysis will take place in centers, whole group teaching, and individual conferencing.

Category: Learning Systems

Research Cited: Grammar, Usage, and Mechanics helps students master the conventions of standard English critical for success on next-generation assessments and college- and career-ready writing.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers along with administration and reading coach work in PLC's to analyze student writings, teaching strategies and provide feedback to improve teaching and learning.	Professional Learning	09/01/2015	05/31/2017	\$500 - School Council Funds	Administration and teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Foster a learning environment that creates independent, problem solving leaders.

Measurable Objective 1:

collaborate to develop leaders with 21st Century skills and unleash each child's full potential by 05/30/2013 as measured by attendance, surveys, discipline data, and academic scores.

Strategy1:

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Leader in Me and KYCID - All teachers will be provided with ongoing Leader In Me and KYCID training to help students develop the essential life skills and characteristic needed in order to thrive in the 21st century.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	05/29/2017	\$1000 - Title II Part A	All Staff and administration

Goal 2:

Foster a learning environment that creates independent, problem solving leaders.

Measurable Objective 1:

collaborate to develop leaders with 21st Century Skills and unleash each child's full potential by 05/30/2016 as measured by attendance, surveys, discipline data, and academic scores.

Strategy1:

LEADER IN ME AND KYCID - All teachers will be provided with ongoing Leader in Me and KYCID training to help students develop the essential life skills and characteristics needed in order to thrive in the 21st century.

Category: Career Readiness Pathways

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor and evaluate the effectiveness of the program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc. (Infinite Campus, SWIS data and CIITS.	Behavioral Support Program	12/01/2014	06/30/2016	\$2000 - Grant Funds	All staff and administration

Goal 3:

Math Novice Reduction

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or

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Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in order to reduce the number of students scoring novice in Mathematics by 09/30/2017 as measured by KPREP assessment..

Strategy1:

Math Novice Reduction - PLC'S will meet with administration to analyze common assessments and determine best practices to impact student achievement.

Category: Continuous Improvement

Research Cited: It has been long determined that Professional Learning Communities are extremely effective to enhance student achievement and improving professional practices.

Activity - Common Assessment Math Novice Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of district common assessments and PLC's to improve instructional practices to decrease Math novice percentages.	Professional Learning	09/01/2015	09/29/2017	\$0 - No Funding Required	Administration and Teachers

Goal 4:

Assessment Practices

Measurable Objective 1:

A 57% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency or distinguished performances in Mathematics by 09/01/2016 as measured by the annual KPREP assessment.

Strategy1:

Increased combined Math proficiency - Teachers and administrators will work in PLC's analyze student performances on STAR, district common assessments and other assessments to determine what instructional strategies and programing to implement to enhance student achievement.

Category: Continuous Improvement

Research Cited: Professional Learning Communities has long been determined to be research based.

Activity - Increased combined Math proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tell Survey data and KPREP data we need to spend time as a faculty discovering methods to increase Math combined Proficient/Distinguished performances.	Academic Support Program	10/01/2015	09/30/2017	\$0 - No Funding Required	Administration and teachers

Goal 5:

Writing Proficiency

Measurable Objective 1:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth evidenced by scoring proficient or distinguished in Writing by 09/30/2016 as measured by KPREP assessment..

Strategy1:

Professional Development - We will meet in grade levels first then across grade levels to score student writings monthly. This will enable us to better discuss our writing instructional practices and teaching strategies such as our Lucy Caulkins and the On Demand/3.8 training. We will follow up in PLC's and faculty meetings with teachers and staff regarding our writing process and procedures. We will also have students evaluate others' writing pieces based on established rubrics.

Category: Continuous Improvement

Research Cited: Lucy Caulkins training and Sylvia Abel/Atherton program utilizes research based strategies to positively impact instructional methods and student learning.

Activity - Lucy Caulkins and Abell/Atherton Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training to help teachers provide instruction and feedback to students to improve their academic performances.	Academic Support Program	08/01/2015	09/30/2016	\$1500 - School Council Funds	Administration and teachers

Goal 6:

Language Mechanics

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level of 71% in Writing by 10/01/2016 as measured by the on-demand/language mechanics portion of K-PREP.

Strategy1:

Language Mechanics Analysis - Students will work on language mechanics analysis weekly. The analysis will take place in centers, whole group teaching, and individual conferencing.

Category: Learning Systems

Research Cited: Grammar, Usage, and Mechanics helps students master the conventions of standard English critical for success on next-generation assessments and college- and career-ready writing.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers along with administration and reading coach work in PLC's to analyze student writings, teaching strategies and provide feedback to improve teaching and learning.	Professional Learning	09/01/2015	05/31/2017	\$500 - School Council Funds	Administration and teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Foster a learning environment that creates independent, problem solving leaders.

Measurable Objective 1:

collaborate to develop leaders with 21st Century skills and unleash each child's full potential by 05/30/2013 as measured by attendance, surveys, discipline data, and academic scores.

Strategy1:

Leader in Me and KYCID - All teachers will be provided with ongoing Leader In Me and KYCID training to help students develop the essential life skills and characteristic needed in order to thrive in the 21st century.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	05/29/2017	\$1000 - Title II Part A	All Staff and administration

Goal 2:

All students at Rockfield Elementary will be provided academic access to all areas of the Program Review.

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Measurable Objective 1:

collaborate to collect evidence for each demonstrator and indicator of the Program Review across all grade levels by 05/31/2013 as measured by each committee and its members through analysis of student samples via the provided Program Review scoring rubric. .

Strategy1:

Program Review Committee Meetings - Teachers will work in assigned committees to collect evidence for each demonstrator and indicator in the Program Review. Each teacher will work with approximately 4-6 other teachers with a Committee Chairperson to ensure all demonstrators and indicators are supported by evidence. The Committee Chairperson will meet with the administrative team on a regularly scheduled basis to discuss progression of the committee.

Category:

Research Cited:

Activity - Collection and Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the collection of evidence (student work, teacher lesson plans, media, etc) via administrative meetings with Committee Chairperson.	Academic Support Program	08/09/2012	05/29/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Coordinator, and Guidance Counselor

Activity - Writing Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine writing plan for all grades in order to teach various writing strategies and use consistent language to improve student writing skills and communication.	Professional Learning	02/03/2014	05/29/2015	\$1000 - General Fund	Administration and teachers

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The missigg piece was completed by certified teachers, classified staff, administration, and SBDM members

Relationship Building

Overall Rating: 3.57

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.57

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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

Advocacy

Overall Rating: 3.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

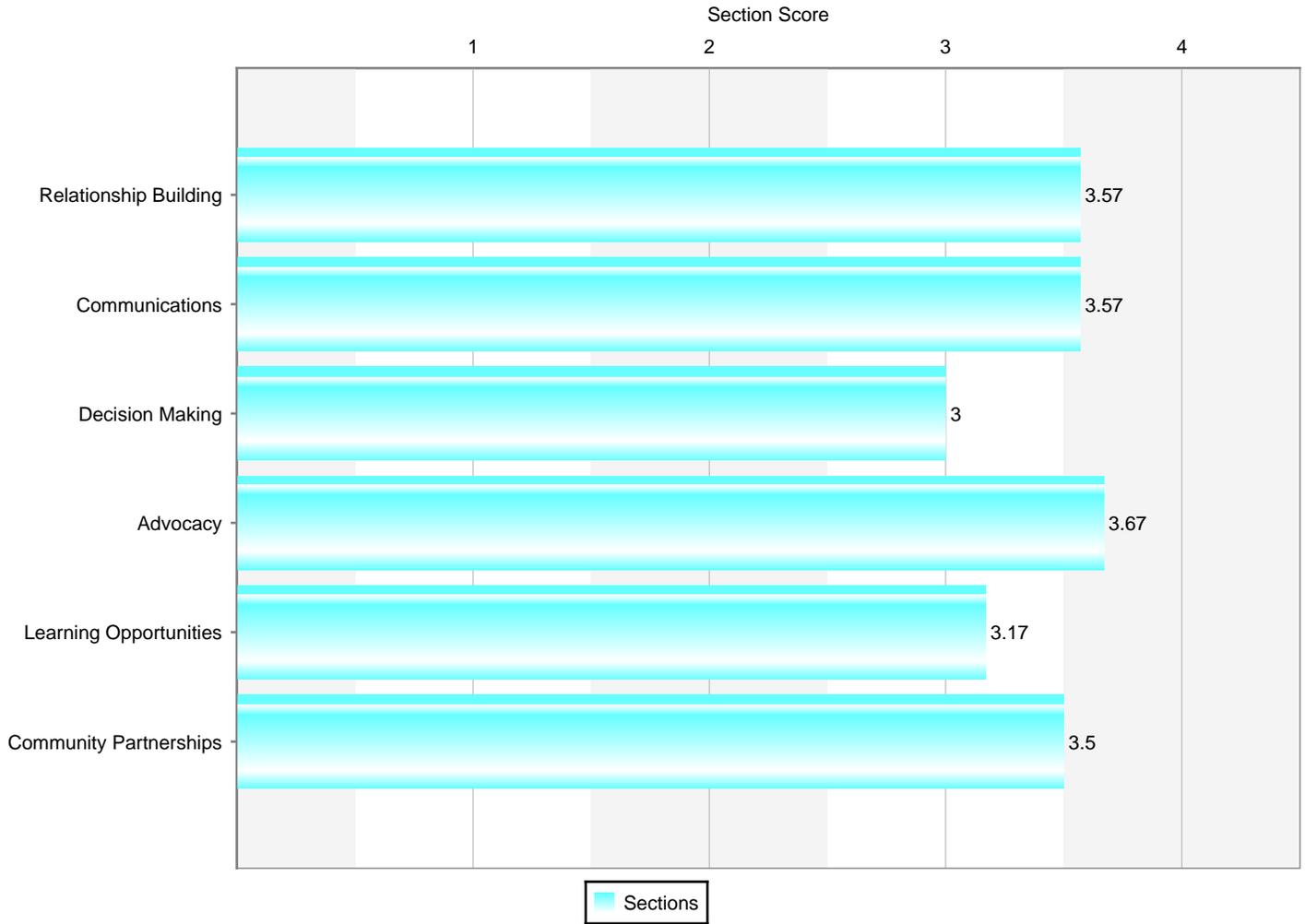
Reflection

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

Rockfield has a real strength in relationship building and communication which tends to go hand in hand. We will continue to improve communication regarding decision making. We will provide more opportunities to become involved in school activities, committees and the SBDM election process.

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.

Initially student growth data was shared with faculty, staff and parents through newsletters, media, parent teacher conferences, meetings, and PLC's. We completed an in depth data analysis and review per grade level and content with a focus on achievement gaps and plans for improvement. We then designed our plan in draft form submitted it to the faculty for revisions. After completion of the revision process it was submitted and approved by our Site Based Council.

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

We involved representatives from both the faculty/staff and our community. We used survey data along with various assessment data (i.e. KPREP, STAR, Lexia, Dreambox, Imagine Learning, Excel Math formative and summative assessment) data to help in deciding what our focuses for improvement should be on our new CSIP.

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

We will submit a summary of our improvement plan goals along with regular implementation in impact checks to stakeholders through newsletters, email, blackboard connect, and alert now. The full document will be posted on our website. We will be providing quarterly checks on our progress to stakeholders via newsletters and SBDM meetings.

School Safety Report

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 the public school building have an 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? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	July 22nd 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	July 22nd	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	July 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 7, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Rockfield Elementary

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 9, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Intruder/Lockdown Drill - 8/18/15 Fire Drill - 8/19/15 Tornado Drill - 8/20/15 Bomb Drill - 8/21/15	

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

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

We are a rural school.

Overall our teacher Equity Breakdowns look very good.

We do not renew contracts of teachers whom we deem not to be of the highest caliber.

We have a high percentage of students with disabilities (15.5%) and free and reduced lunch (61%) compared to our 12 other county elementary schools.

What sources of data were used to determine the barriers?

Non-renewal numbers, teachers years of experience, student and staff attendance percentages, student and teacher demographics, survey data.

What are the root causes of those identified barriers?

Community support opportunities due to socio-economics and family dynamics. High poverty percentages and high percentage of students with disabilities.

High-avg percentage of teacher turnover due to non-renewal, teacher moving to a leadership position, and retirements.

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

Rockfield teachers are quite strong. We still overall have work to do with providing high levels of differentiation throughout lessons and the course of a child's day. Our teachers care for kids and make very positive connections. Our students respond by working hard and are quite respectful of teachers and staff.

Equitable Access Strategies

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

Teachers in prior grades divide kids up evenly to be placed in rosters. Students are equally divided into even numbers per class. Students are divided based on performance from gifted to special needs. The boy to girl ratio is even monitored to be equal. All teachers at all levels are highly qualified.

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

All students are placed in classes equally. Special needs and ELL staff also look at placements prior to finalizing for rosters to ensure that those students in particular are in the best suited environment.

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

Teachers (especially non tenured) are evaluated heavily to monitor student progress. Mostly from KPREP and STAR data and more recently District Level Common Assessment data.

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

We partner with our district level administrators, WKU, and other school level administrators to research teacher candidates. We work with the GEO Center to discover talented ELL teachers and they assist us in the interview process.

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

We provide teachers with strong mentors and solid peers to help them grow and deal with difficult situations. We are known for our work and compassion for kids and families. The end result is a community who is very supportive of teachers and their efforts to help to students reach their potential.

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

We do not have out of field teachers.

Interns are placed strategically on teams of strong teachers who can help them through all the different aspects that teachers face.

They are also provided with a specific resource teacher who mentors throughout the year.

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

Teachers scoring below accomplished are assisted in the design of their profession growth and learning. They are directed to specific trainings to help boost their capacity in areas of concern.

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

School leadership along with teachers prioritize areas to improve in the working conditions tab of the TELL Survey Results. We then use our strengths as a emphasis but also show how we are working collaboratively to improve.

Questions

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

We utilize the Brigance Test to measure all students skill level at the start of Kindergarten so to provide students with targeted resources and learning opportunities.

Leader in Me

Students are given continuous leadership opportunities to discover just how valuable they are. We empower them to learn the power of hard work and perseverance.

Teachers are all provided with necessary trainings to improve their writing instructional strategies.

We use our ESS in a manner to decrease Reading and Math Novices along with improving our Math and Reading combined proficiency and distinguished percentages.