



Comprehensive School Improvement Plan

South Todd Elementary School
Todd County

Doug Cotton
4115 Guthrie Rd
Guthrie, KY 42234

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		STES School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The data shows that student performance has improved consistently over the last few years. Our student population / demographics are close to state averages yet we have scored in the distinguished category.

The staff at South Todd have worked to improve instructional strategies and teaching methods. The trend is that quality teachers and practices are more influential that environmental conditions.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Our priority barrier is recruiting and retaining quality teachers.

We have been intentional about inviting student teachers to South Todd, attending university career fairs, and advertising for quality applicants.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		STES School Equity Goals

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy1:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC staff

Strategy2:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math.

Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Research Cited:

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers and Administration

Strategy3:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Research Cited:

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review co teaching walkthrough template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrator and Special Ed Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrators

Strategy4:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrative Team

Strategy5:

Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Academic Support Program Direct Instruction Technology	07/01/2015	06/30/2016	\$30000 - Title I Schoolwide	Administrative Team

Strategy6:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Strategy7:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams	Professional Learning Academic Support Program	12/01/2015	05/23/2016	\$1000 - School Council Funds	Administrative Team

Strategy8:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

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Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC

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?

Team Leaders:

Tammy Sharp - 5th grade teacher

Heather Shaw - 4th grade teacher

Jennifer Oyler - 3rd grade teacher

Lisa Chester - 2nd grade teacher

Jennifer Byrd - 1st grade teacher

April Glenn - Kindergarten teacher

Amy Bell - SBDM Member

Nina Rudder - SBDM Member

Nicole Osborne - Counselor

Laura Jenkins - Assistant Principal

Doug Cotton - Principal

Relationship Building

Overall Rating: 3.0

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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

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: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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 gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 3.33

	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

	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.	Distinguished

	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: 3.0

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

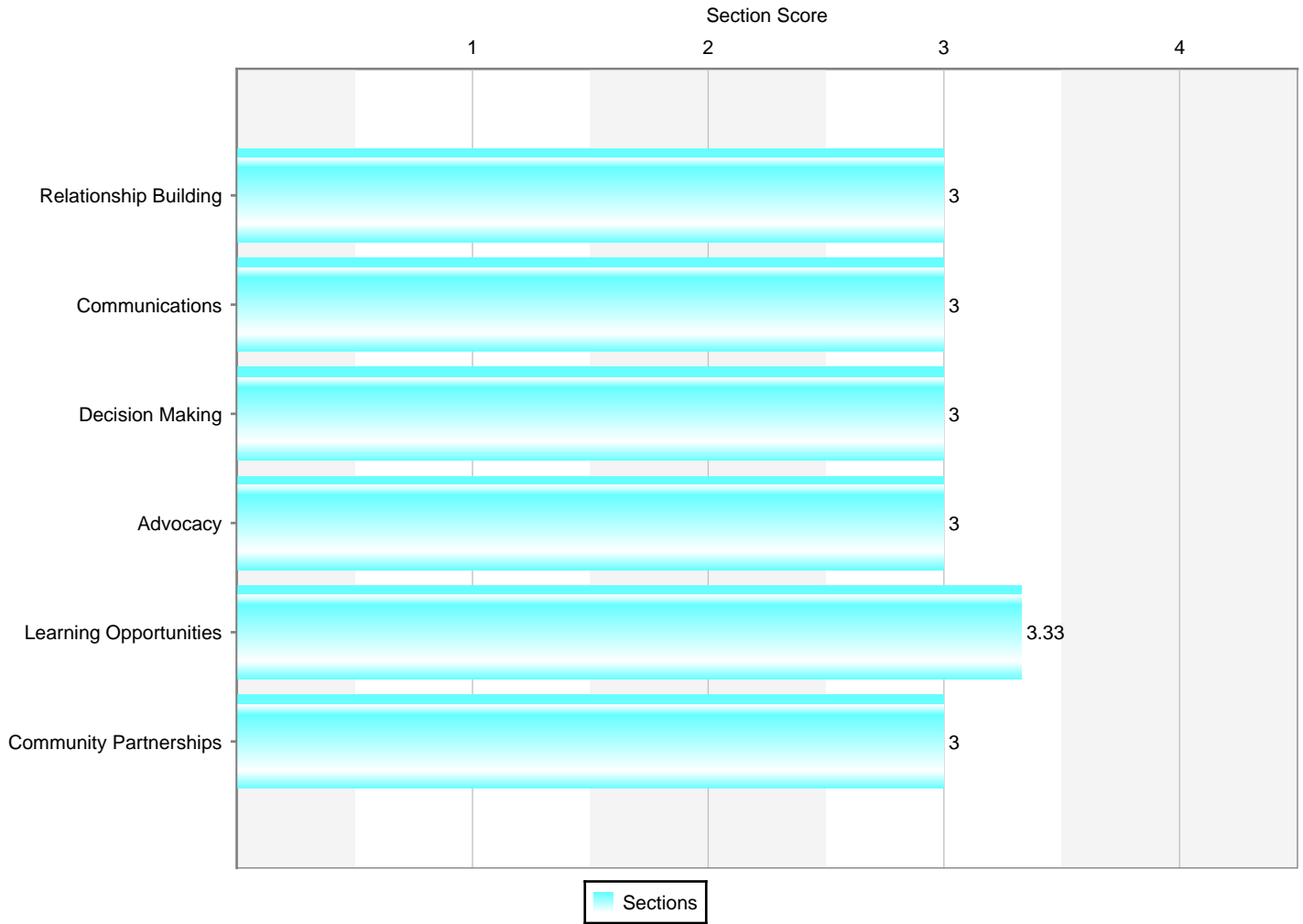
Reflection

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

The staff at South Todd Elementary do a good job of providing information to parents and offering opportunities for parents, but are not as intentional about actively recruiting parents and community members to participate in these activities.

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.

All staff at South Todd Elementary have been involved in the Improvement Planning Process. This was accomplished by whole staff discussion, SBDM sub committees, PLC's, Data Teams, staff meetings, PD's, and parent involvement events. This has been the expectation from July 1.

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

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

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

The improvement plan is discussed during PLC meetings, Data Team meetings, SBDM meetings, staff meetings, and parent communications home. Components of the plan are discussed during monthly staff meetings and is available via the district / school web site.

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?

The information we are trying to answer with Data provided is how to best help each individual student at South Todd Elementary School achieve proficiency. The data tells us that we have to have a variety of support systems in place, such as RTI Intervention, RTA Reading Grant, ESS, and whole group remediation. The data does not give a clear picture as to why some students in grades K-5 are achieving at such a low level. We address this through classroom walkthroughs, Instructional Rounds, PLC's, Data Teams, and professional learning opportunities as the administration and Team Leaders target best practices to be implemented school wide via new SBDM policies.

Areas of Strengths

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

The areas of strength within this building are our teachers collaborating and sharing ideas during common planning, Data Teams, and PLC's that allow other teachers to replicate their success. South Todd Elementary scored 78.4 overall on the 2016 K-PREP test designating it as a School of Distinction. South Todd students and staff are working diligently to close the achievement gaps. The use of student reading levels, STAR Assessments, Daily 5 strategies, and Sustained Silent Reading, and formative assessments give each teacher data to track student literacy improvement. Since we are seeing improvement in most students, we have cause to celebrate those successes.

Opportunities for Improvement

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

The opportunities for improvement we see is our novice rate. Taking our most current assessment scores, nearly half of all students within our building are achieving at novice in reading. Several strategies are in place that include RTI intervention and ESS programs. Also, the reading programs being implemented, (reading levels, Sustained Silent Reading, and Daily 5) will address raising student reading performance.

Another opportunity for improvement is facing the challenge of structuring the new Social Studies and Science standards within our schedule.

Conclusion

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

Our next steps include the following:

1. Backwards design for lesson development.
2. Rubric and assessment development using content specific language to reach proficiency.
3. Continue to train and implement the re-writing process on extended responses and on-demand writing to reach proficiency.
4. Two more reading level checks to evaluate progress.
5. Weekly PLC meetings focused on achievement and assessments.
6. Re-Implement the Data Teams Process

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Overview

Plan Name

Comprehensive School Improvement Plan 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.	Objectives: 1 Strategies: 8 Activities: 10	Organizational	\$31000
2	All parents of South Todd Elementary students will be involved in their child's educational success.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$1600
3	All preschool students who are age eligible to attend Kindergarten will participate in transition activities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
4	All teachers will have input to determine professional development needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3000
5	Proficiency Goal - Increase the combined reading and math proficiency percentage as measured on K-PREP from 54.3% to 76.1% in 2020.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$33000
6	Increase opportunities for staff to work with colleagues to refine teaching practices.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
7	Novice Reduction Goal - Reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
8	Increase the combined reading and math percentage as measured on K-PREP from 74.3% to 80% in 2018.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
9	To increase the combined reading percentage as measured on KPREP from 75.6 to an 80 by 2018.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	To increase the combined math percentage as measured on KPREP from 86.1 to a 90% by 2018.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy 1:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0	No Funding Required	Teachers and Administration

Strategy 2:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0	No Funding Required	RTI team

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0	No Funding Required	RTI team

Comprehensive School Improvement Plan

South Todd Elementary School

Strategy 3:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review co teaching walkthogh template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0	No Funding Required	Administrator and Special Ed Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0	No Funding Required	Administrators

Strategy 4:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams	Academic Support Program, Professional Learning	12/01/2015	05/23/2016	\$1000	School Council Funds	Administrative Team

Strategy 5:

Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Academic Support Program, Direct Instruction, Technology	07/01/2015	06/30/2016	\$30000	Title I Schoolwide	Administrative Team

Comprehensive School Improvement Plan

South Todd Elementary School

Strategy 6:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0	School Council Funds	Administrative Team and GRREC staff

Strategy 7:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

Activity - Visible Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0	School Council Funds	Administrative Team and GRREC

Strategy 8:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0	No Funding Required	Administrative Team

Goal 2: All parents of South Todd Elementary students will be involved in their child's educational success.

Measurable Objective 1:

collaborate to provide opportunities for parent involvement at South Todd Elementary by 05/23/2016 as measured by parent participation and sign in sheets for various activities..

Comprehensive School Improvement Plan

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Strategy 1:

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

Category: Stakeholder Engagement

Activity - Family Fun Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four Family Fun Nights will be planned through out the school year. These nights will be held in Trenton, Guthrie, Elkton and at South Todd Elementary. Teachers will be responsible for planning and designing activities that involve both students and families.	Parent Involvement	12/01/2015	05/23/2016	\$500	Title I Schoolwide	ESS coordinator, teachers and administrators
Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent-teacher conferences will be scheduled after the first nine weeks of school to review students' progress and assessment scores. Conferences are also encouraged to be scheduled by teacher or parent as needed.	Parent Involvement	12/01/2015	05/23/2016	\$0	No Funding Required	Teachers
Activity - Family Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make contact with all students before the first day of school in the form of home visits, telephone calls or postcards. Teachers are encouraged to continue with family contacts through out the school year.	Parent Involvement	12/01/2015	05/23/2016	\$100	School Council Funds	Teachers
Activity - Back to School Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A back to school night will be held in the form of "Moving on Up" for incoming Kindergarten students and "Ready Set Go" for 1st-5th grade. This activity will be held before the first day of school. A preschool back to school night will also be scheduled one week before preschool begins.	Parent Involvement	12/01/2015	05/23/2016	\$0	No Funding Required	Administrators and Teachers
Activity - Title 1 Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Title 1 -Parent Involvement Funds, to enhance communication and support for our parents.	Academic Support Program, Community Engagement, Parent Involvement	07/01/2015	06/30/2016	\$1000	Title I Schoolwide	Administrative Team

Goal 3: All preschool students who are age eligible to attend Kindergarten will participate in transition activities.

Measurable Objective 1:

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

Strategy 1:

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

Category: Early Learning

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	12/01/2015	05/23/2016	\$0	No Funding Required	Preschool and Kindergarten teachers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	12/01/2015	05/23/2016	\$500	Title I Part A	Kindergarten teachers and administration

Goal 4: All teachers will have input to determine professional development needs

Measurable Objective 1:

collaborate to provide opportunities for teachers to participate in professional development that is relevant to their individual professional needs by 05/31/2016 as measured by professional growth plans and professional development sign in sheets.

Strategy 1:

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

PGES, PGP, SGG, walkthroughs, and student voice survey.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

South Todd Elementary School

Teachers will complete 24 hours of professional development that is scheduled from needs assessment, student performance data, and school improvement needs. Teachers will also participate in Professional Learning during Early Release Friday's and after school staff meetings.	Professional Learning	12/01/2015	05/23/2016	\$3000	Other	Teachers and Administrators
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Goal 5: Proficiency Goal - Increase the combined reading and math proficiency percentage as measured on K-PREP from 54.3% to 76.1% in 2020.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded 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 Reading and Math in English Language Arts by 05/23/2016 as measured by K-PREP assessment.

Strategy 1:

Professional Learning - Professional learning will be provided and monitored via PLC's, Data Teams, Early Release Friday training, and PD.

Category: Continuous Improvement

Research Cited: Specific professional learning correlates to student improvement.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer Observations, PLC's, Data Teams, Early Release Friday training. Participation in the Ky. Writing Project, ISLN Network, NGSS, SS Network, Leading to Learn Grant, and Professional Learning opportunities through the district office and GREC.	Academic Support Program, Professional Learning, Technology	07/01/2015	05/23/2016	\$3000	School Council Funds	Administrative Team and Team Leaders

Strategy 2:

Title 1 Support - Use Title 1 funds to support individual student needs.

Category: Continuous Improvement

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Use Title 1 funds to reduce class size and provide support for student learning.	Academic Support Program, Professional Learning, Class Size Reduction, Direct Instruction	07/01/2015	06/30/2016	\$30000	Title I Part A	Administrative Team
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Goal 6: Increase opportunities for staff to work with colleagues to refine teaching practices.

Measurable Objective 1:

collaborate to improve communication between and among staff to share instructional strategies by 05/23/2016 as measured by improved student performance on assessments.

Strategy 1:

Peer Observations - Provide opportunities for staff to observe each other in a professional setting via peer observations, instructional rounds, school based rounds, PLC's, Data Teams, and Date Retreat.

Category: Continuous Improvement

Research Cited: Specific Professional Learning is best practice.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional rounds, school based rounds, peer observations, PLC's, Data Teams.	Academic Support Program, Professional Learning	12/01/2015	05/23/2016	\$1000	School Council Funds	Administrative Team and Team Leaders

Goal 7: Novice Reduction Goal - Reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth from novice to apprentice or higher in Reading by 01/02/2017 as measured by a reduction of students scoring novice in reading on the 2016 KPREP.

Comprehensive School Improvement Plan

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(shared) Strategy 1:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 tiers of intervention will be discussed to determine the needs of the student.

Category: Learning Systems

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will review the KSI document and the school RTI Plan to ensure alignment.	Academic Support Program, Behavioral Support Program	01/04/2016	01/02/2017	\$0	No Funding Required	RTI Team Administration

(shared) Strategy 2:

PLC data analysis - Teachers will regularly be involved in data analysis of class/school assessments.

Category: Continuous Improvement

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular PLC meetings will be held to utilize the data teams process to assist in identifying gap areas and student weaknesses, identify and monitor implementation of intervention strategies, improve student achievement and increase professional collaboration	Academic Support Program, Behavioral Support Program	12/01/2015	01/02/2017	\$0	No Funding Required	All teachers PLC team leaders Administration District Office Support staff

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth from novice to apprentice or higher in Math in Mathematics by 01/02/2017 as measured by a reduction of students scoring novice in mathematics on the 2016 KPREP.

(shared) Strategy 1:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 tiers of intervention will be discussed to determine the needs of the student.

Category: Learning Systems

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will review the KSI document and the school RTI Plan to ensure alignment.	Academic Support Program, Behavioral Support Program	01/04/2016	01/02/2017	\$0	No Funding Required	RTI Team Administration

Comprehensive School Improvement Plan

South Todd Elementary School

(shared) Strategy 2:

PLC data analysis - Teachers will regularly be involved in data analysis of class/school assessments.

Category: Continuous Improvement

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular PLC meetings will be held to utilize the data teams process to assist in identifying gap areas and student weaknesses, identify and monitor implementation of intervention strategies, improve student achievement and increase professional collaboration	Academic Support Program, Behavioral Support Program	12/01/2015	01/02/2017	\$0	No Funding Required	All teachers PLC team leaders Administration District Office Support staff

Goal 8: Increase the combined reading and math percentage as measured on K-PREP from 74.3% to 80% in 2018.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency or score proficient or higher in Mathematics by 05/20/2017 as measured by KPREP.

Strategy 1:

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

Category: Professional Learning & Support

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align instruction and assessment to the common core standards.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration

Goal 9: To increase the combined reading percentage as measured on KPREP from 75.6 to an 80 by 2018.

Measurable Objective 1:

collaborate to improve the overall reading percentage from 75.6 to 80% by 05/25/2018 as measured by KPREP.

Comprehensive School Improvement Plan

South Todd Elementary School

Strategy 1:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	08/08/2012	05/31/2013	\$0	No Funding Required	Teachers and Administration

Goal 10: To increase the combined math percentage as measured on KPREP from 86.1 to a 90% by 2018.

Measurable Objective 1:

collaborate to increase the overall math percentage from 86.1 to a 90% by 2018 by 05/25/2018 as measured by KPREP.

Strategy 1:

Response to Intervention - RTI team will review and revise the school RTI plan to ensure alignment with the new Kentucky System of Interventions Document.

Category: Learning Systems

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	01/31/2013	05/31/2013	\$0	No Funding Required	RTI team

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	01/31/2013	05/31/2013	\$0	No Funding Required	RTI team

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Activity - RTI team meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI team will schedule a date to review the school's current RTI plan and make necessary revisions.	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	RTI team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Support	Use Title 1 funds to provide additional support staff to meet students needs.	Academic Support Program, Direct Instruction, Technology	07/01/2015	06/30/2016	\$30000	Administrative Team
Title 1 Support	Use Title 1 -Parent Involvement Funds, to enhance communication and support for our parents.	Academic Support Program, Community Engagement, Parent Involvement	07/01/2015	06/30/2016	\$1000	Administrative Team
Family Fun Nights	Four Family Fun Nights will be planned through out the school year. These nights will be held in Trenton, Guthrie, Elkton and at South Todd Elementary. Teachers will be responsible for planning and designing activities that involve both students and families.	Parent Involvement	12/01/2015	05/23/2016	\$500	ESS coordinator, teachers and administrators
Total					\$31500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kentucky System of Intervention	RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	01/31/2013	05/31/2013	\$0	RTI team
Analyze Student Data	RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	01/31/2013	05/31/2013	\$0	RTI team

Comprehensive School Improvement Plan

South Todd Elementary School

Analyze Student Data	RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0	RTI team
PLC Structure	Regular PLC meetings will be held to utilize the data teams process to assist in identifying gap areas and student weaknesses, identify and monitor implementation of intervention strategies, improve student achievement and increase professional collaboration	Academic Support Program, Behavioral Support Program	12/01/2015	01/02/2017	\$0	All teachers PLC team leaders Administration District Office Support staff
Back to School Night	A back to school night will be held in the form of "Moving on Up" for incoming Kindergarten students and "Ready Set Go" for 1st-5th grade. This activity will be held before the first day of school. A preschool back to school night will also be scheduled one week before preschool begins.	Parent Involvement	12/01/2015	05/23/2016	\$0	Administrators and Teachers
Parent/Teacher Conferences	Parent-teacher conferences will be scheduled after the first nine weeks of school to review students' progress and assessment scores. Conferences are also encouraged to be scheduled by teacher or parent as needed.	Parent Involvement	12/01/2015	05/23/2016	\$0	Teachers
Kindergarten visits	Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	12/01/2015	05/23/2016	\$0	Preschool and Kindergarten teachers
Walkthroughs	Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0	Administrators
Kentucky System of Intervention	RTI team will review the KSI document and the school RTI Plan to ensure alignment.	Academic Support Program, Behavioral Support Program	01/04/2016	01/02/2017	\$0	RTI Team Administration
Review Co teaching walkthrough folder	Review co teaching walkthrough template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0	Administrator and Special Ed Teachers
Kentucky System of Intervention	RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0	RTI team
Professional Learning Communities	Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	08/08/2012	05/31/2013	\$0	Teachers and Administration
RTI team meeting	The RTI team will schedule a date to review the school's current RTI plan and make necessary revisions.	Academic Support Program	01/02/2013	05/31/2013	\$0	RTI team
Common Core Standards	Teachers will align instruction and assessment to the common core standards.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers and administration

Comprehensive School Improvement Plan

South Todd Elementary School

Professional Learning Communities	Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0	Teachers and Administration
Teacher Mentoring	Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0	Administrative Team
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screener	All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	12/01/2015	05/23/2016	\$500	Kindergarten teachers and administration
Title 1 Support	Use Title 1 funds to reduce class size and provide support for student learning.	Academic Support Program, Professional Learning, Class Size Reduction, Direct Instruction	07/01/2015	06/30/2016	\$30000	Administrative Team
Total					\$30500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will complete 24 hours of professional development that is scheduled from needs assessment, student performance data, and school improvement needs. Teachers will also participate in Professional Learning during Early Release Friday's and after school staff meetings.	Professional Learning	12/01/2015	05/23/2016	\$3000	Teachers and Administrators
Total					\$3000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds	All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0	Administrative Team and GRREC staff

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Visible Learning	Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0	Administrative Team and GRREC
Peer Observations	Instructional rounds, school based rounds, peer observations, PLC's, Data Teams.	Academic Support Program, Professional Learning	12/01/2015	05/23/2016	\$1000	Administrative Team and Team Leaders
Professional Learning	Peer Observations, PLC's, Data Teams, Early Release Friday training. Participation in the Ky. Writing Project, ISLN Network, NGSS, SS Network, Leading to Learn Grant, and Professional Learning opportunities through the district office and GRREC.	Academic Support Program, Professional Learning, Technology	07/01/2015	05/23/2016	\$3000	Administrative Team and Team Leaders
Data Teams	Data Teams	Academic Support Program, Professional Learning	12/01/2015	05/23/2016	\$1000	Administrative Team
Family Contacts	Teachers will make contact with all students before the first day of school in the form of home visits, telephone calls or postcards. Teachers are encouraged to continue with family contacts through out the school year.	Parent Involvement	12/01/2015	05/23/2016	\$100	Teachers
Total					\$5100	

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		

Comprehensive School Improvement Plan

South Todd Elementary School

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are a school wide program.	

Comprehensive School Improvement Plan

South Todd Elementary School

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.	No	We are a school wide program	

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.	No	We are a school wide program	

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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South Todd Elementary School

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.	No	We are a school wide program	

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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.	No	We are a school wide program	

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

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

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:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy1:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Strategy2:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC staff

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Strategy3:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Research Cited:

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review co teaching walkthrough template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrator and Special Ed Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrators

Strategy4:

Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Direct Instruction Academic Support Program Technology	07/01/2015	06/30/2016	\$30000 - Title I Schoolwide	Administrative Team

Strategy5:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams	Professional Learning Academic Support Program	12/01/2015	05/23/2016	\$1000 - School Council Funds	Administrative Team

Strategy6:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

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South Todd Elementary School

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrative Team

Strategy7:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers and Administration

Strategy8:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC

Goal 2:

All teachers will have input to determine professional development needs

Measurable Objective 1:

collaborate to provide opportunities for teachers to participate in professional development that is relevant to their individual professional needs by 05/31/2016 as measured by professional growth plans and professional development sign in sheets.

Strategy1:

SY 2016-2017

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

PGES, PGP, SGG, walkthroughs, and student voice survey.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete 24 hours of professional development that is scheduled from needs assessment, student performance data, and school improvement needs. Teachers will also participate in Professional Learning during Early Release Friday's and after school staff meetings.	Professional Learning	12/01/2015	05/23/2016	\$3000 - Other	Teachers and Administrators

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

Goal 1:

Proficiency Goal - Increase the combined reading and math proficiency percentage as measured on K-PREP from 54.3% to 76.1% in 2020.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded 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 Reading and Math in English Language Arts by 05/23/2016 as measured by K-PREP assessment.

Strategy1:

Title 1 Support - Use Title 1 funds to support individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to reduce class size and provide support for student learning.	Direct Instruction Class Size Reduction Academic Support Program Professional Learning	07/01/2015	06/30/2016	\$30000 - Title I Part A	Administrative Team

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Strategy2:

Professional Learning - Professional learning will be provided and monitored via PLC's, Data Teams, Early Release Friday training, and PD.

Category: Continuous Improvement

Research Cited: Specific professional learning correlates to student improvement.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observations, PLC's, Data Teams, Early Release Friday training. Participation in the Ky. Writing Project, ISLN Network, NGSS, SS Network, Leading to Learn Grant, and Professional Learning opportunities through the district office and GRREC.	Professional Learning Academic Support Program Technology	07/01/2015	05/23/2016	\$3000 - School Council Funds	Administrative Team and Team Leaders

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	12/01/2015	05/23/2016	\$500 - Title I Part A	Kindergarten teachers and administration

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	12/01/2015	05/23/2016	\$0 - No Funding Required	Preschool and Kindergarten teachers

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

Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy1:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Research Cited:

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrators

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review co teaching walkthroug template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrator and Special Ed Teachers

Strategy2:

Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Direct Instruction Technology Academic Support Program	07/01/2015	06/30/2016	\$30000 - Title I Schoolwide	Administrative Team

Strategy3:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math.

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Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers and Administration

Strategy4:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrative Team

Strategy5:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC

Strategy6:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Research Cited:

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams	Professional Learning Academic Support Program	12/01/2015	05/23/2016	\$1000 - School Council Funds	Administrative Team

Strategy7:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC staff

Strategy8:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Goal 2:

All students at South Todd Elementary will create, respond, and perform in quality programs including: Arts and Humanities, PLVS, Writing and Primary Program K-3.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded 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

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Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to create, respond, and perform in Art & Humanities by 06/30/2016 as measured by scoring proficient on program review criteria..

Strategy1:

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

Teachers will participate in the Ky. Writing Project and other specific writing professional learning opportunities.

Category: Continuous Improvement

Research Cited:

Activity - Observing Peers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to observe professionals in teaching Arts and Humanities, PLVS, K-2 program, and Writing.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Administrative Team

Goal 3:

Increase the combined reading and math percentage as measured on K-PREP from 74.3% to 80% in 2018.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency or score proficient or higher in Mathematics by 05/20/2017 as measured by KPREP.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align instruction and assessment to the common core standards.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers 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:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4%

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to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy1:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrative Team

Strategy2:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC staff

Strategy3:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Research Cited:

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review co teaching walkthrough template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrator and Special Ed Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrators

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Strategy4:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers and Administration

Strategy5:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Strategy6:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams	Academic Support Program Professional Learning	12/01/2015	05/23/2016	\$1000 - School Council Funds	Administrative Team

Strategy7:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC

Strategy8:

Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Academic Support Program Direct Instruction Technology	07/01/2015	06/30/2016	\$30000 - Title I Schoolwide	Administrative Team

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% to 66% by 06/09/2017 as measured by K-Prep.

Strategy1:

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Title 1 Support - Use Title 1 funds to support staff in meeting individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Title 1 Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title 1 funds to provide additional support staff to meet students needs.	Technology Direct Instruction Academic Support Program	07/01/2015	06/30/2016	\$30000 - Title I Schoolwide	Administrative Team

Strategy2:

Instructional Rounds - Provide peer to peer discussion of effective instructional practices.

Category: Continuous Improvement

Research Cited: Instructional Rounds studies from Harvard University.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will participate in instructional rounds and school based rounds.	Professional Learning	08/05/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC staff

Strategy3:

Teacher Retention and Recruitment - Provide systematic supports for new teachers in addition to KTIP supports.

Category: Professional Learning & Support

Research Cited: Mentoring

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in teams to support new teachers.	Professional Learning	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrative Team

Strategy4:

RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the the student.

Category:

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will meet every nine weeks to review student progress in Tier 2 and Tier 3 interventions. The team will determine the need to continue current interventions or attempt new strategies to address areas of deficits in academics or behavior.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

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Activity - Kentucky System of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team will review the new KSI document to ensure alignment with school RTI plan.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	RTI team

Strategy5:

Co Teaching - Administrators will conduct walk throughs to provide descriptive feedback to teachers regarding their co teaching practices.

Category:

Research Cited:

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walkthroughs focusing on co-teaching. Descriptive feedback will be shared with teachers to enhance teacher performance.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrators

Activity - Review Co teaching walkthrough folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review co teaching walkthrough template and make necessary revisions.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Administrator and Special Ed Teachers

Strategy6:

Visible Learning - Implement the strategies from Visible Learning (i.e. improved feedback, growth mindset, effect size, visible learning components.)

Category: Professional Learning & Support

Research Cited: Visible Learning Meta-Analyses

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the components of Visible Learning	Professional Learning	07/01/2015	06/30/2016	\$0 - School Council Funds	Administrative Team and GRREC

Strategy7:

Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.

Category: Continuous Improvement

Research Cited:

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South Todd Elementary School

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams	Professional Learning Academic Support Program	12/01/2015	05/23/2016	\$1000 - School Council Funds	Administrative Team

Strategy8:

Formative Assessments - Teachers will use formative assessments to assess the individual needs of students in Reading and Math. Teachers will use data from the assessments to plan and design instruction that meets the needs of student.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly to analyze and discuss student data from formative assessments. Teachers will collaboratively design unit plans, assessments and daily activities to meet the needs of the individual student.	Professional Learning	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers and Administration

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:

To score proficient on all program reviews including: Arts and Humanities, PLVS, Writing and Primary Program K-3.

Measurable Objective 1:

collaborate to improve scores on all program reviews by 05/23/2016 as measured by scoring proficient.

Strategy1:

Writing Plan - Provide specific training for teachers to implement effective writing strategies in the classroom.

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Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in the Ky. Writing Project and other writing professional learning opportunities.	Academic Support Program Technology Direct Instruction	07/01/2015	06/30/2016	\$3000 - Grant Funds	Administrative Team and Team Leaders

Strategy2:

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

Category:

Research Cited:

Activity - Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will serve on program reviews committee as assigned by administrator to analyze evidence submitted by grade levels to meet the demonstrators of each program review.	Academic Support Program	12/01/2015	05/23/2016	\$0 - No Funding Required	Teachers

Executive Summary

Introduction

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

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

Description of the School

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

South Todd Elementary opened its doors in 1988 and is located in the southern half of Todd County. We serve the students of Allensville, Guthrie, Trenton, Elkton and all rural areas in between. Our school has approximately 600 students preschool through 5th grade. Most of our students come from homes of low income. 57% of our students are eligible to receive free lunch and 8.7% receive reduced breakfast and lunch. Demographics of our student population is: 64% Caucasian, 15% African American, 14% Hispanic and 6.3% two or more races. Our attendance rate for the 15-16 school year was 96.3%. South Todd has 33 certified and 31 classified staff. We have 9 National Board Certified teachers and the total teaching staff has an average of 12 years experience.

School's Purpose

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

South Todd Elementary's Mission:

In partnership with students, parents and our community, STES will provide an environment where all students strive for personal excellence and achieve proficiency on state standards through a comprehensive system of support and interventions.

Our Vision:

Students and Teachers Experience Success everyday at South Todd.

Our Belief Statements:

We believe that every student will be an enthusiastic, life-long learner and a productive citizen. We believe every student will be a successful learner and strive to reach his/her potential. We believe in order to teach the whole child, we must develop and maintain positive relationships with students, families, and communities. We believe that inside every child is a hidden strength, an unknown ability.. a hero to be discovered.

Students are taught and expected to prove, explain, and justify their answers in every subject area which supports the districts vision statement in that all students are engaged in a high quality, equitable educations and prepared for global responsibilities.

Students are given the opportunity to perform every year at South Todd Elementary through the guidance of our Arts and Humanities teachers. In addition to our regular class offerings, South Todd students can become active members of the following clubs: STLP, Academic Team, Safety Patrol, Get-Fit Club, Archery Team, Jump Rope Team, 4-H, and Choir. These clubs help support the districts mission statement in that they are helping to create an educational culture of continuous growth through shared partnerships and responsibilities.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

South Todd Elementary scored 78,4 overall on the Spring 2016 K-PREP test designating it as Distinguished - School of Distinction.

The staff at South Todd has developed and implemented an improvement plan to continue to push for improvement in all areas.

South Todd students and staff are working diligently to close the achievement gaps.

Additional Information

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

The teachers and staff at South Todd Elementary are committed to improving instructional practices and student performance. We are implementing the components of Visible Learning, peer observations, and Instructional Rounds to help us in our vision.