KDE Comprehensive School Improvement Plan

Evarts Elementary School

Harlan County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Evarts Elementary/Middle School is a K-8 school with approximately 384 students enrolled. It is nestled in the Appalachian Mountains and located in Evarts, a small community in Harlan County. Harlan County is located in Southeastern Kentucky and is part of the Eastern Coal Fields Region. It is a school with a predominitely white student population with only 8 students from other ethnicities.

School's Purpose

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

The mission of Evarts Elementary/ Middle School is to educate ALL children to their fullest potential, so they can achieve academic excellence and make a positive contribution to society. Evarts Elementary School contains Pre-K and K-8 classes. Evarts Elementary seeks to provide an educational environment that is embedded with a positive school culture, quality instruction, high expectations, and a nurturing atmosphere where students can become life-long learners. Evarts Elementary School has always maintained high academic standards in order to support Next Generation Learners that are equipped with knowledge of 21st Century Skills. Our success is based on the cooperative efforts between the school, parental involvement, and the community. Evarts Elementary School will strive to continue these successful efforts toward improvement evidenced by Kentucky's accountability system.

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.

For the last four years, Evarts Elementary/ Middle School has been in the top three schools within the district. Evarts Elementary is currently a Distinguished/Progressing Elementary School and a Distinguished/Progressing Middle School. Furthermore, Evarts Elementary/Middle School is listed as a High Performing School by KDE on the school report card.

By 2017, Evarts Elementary seeks to decrease the gap in reading and math to improve K-PREP percentages.

Additional Information

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

Evarts Elementary School (EES) provides equitable opportunities to all students regardless of disability, race, gender, or socio-economic status. EES and Family Resource/Youth Service Center (FRYSC) works together to reduce barriers to learning by providing educational activities and programs. Teachers provide differentiated instruction to address the students' diverse learning styles. EES provides special education classes, physical education, computer lab courses, Americorp, Read to Achieve, Accelerated Reader, Accelerated Math, Response to Intervention (for struggling reading and mathematics students), Brain Pop, and Study Island technology. Furthermore, every classroom is equipped with SmartBoard technology. We also have one class that is furnished with a state-of-the-art Mondo Board and a class set of student iPads. The current School Improvement Plan addresses equity through goals related to closing the achievement gaps, K-PREP analysis, and College & Career Readiness.

Evarts Elementary Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

Evarts Elementary Comprehensive School Improvement Plan 2015-2016

Plan Description

2015-2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 64.6% to 74% Proficient/Distinguised in Reading and 33.3% to 55% Proficient/Distinguished in Math by 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
2	Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$29500
3	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$13225
4	Increase the percentage of effective Principals from percentage in 2015 to percentage in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Increase the percentage of effective Teachers from percentage in 2015 to percentage in 2020	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1500
6	2015-2016 Novice Reduction Goal---Evarts Elementary School will decrease the percentage of students scoring novice by 50% by 2020	Objectives: 2 Strategies: 1 Activities: 3	Academic	$9975

Goal 1: Increase the percentage of students who are college and career ready from 64.6% to 74% Proficient/Distinguised in Reading and 33.3% to 55% Proficient/Distinguished in Math by 2017.

Measurable Objective 1:

collaborate to ensure 70% of students score Proficient/Distinguished in Reading and at least 45% of students score Proficient/Distinguished in Mathematics by 05/09/2016 as measured by KPREP Test results for 8th graders in Reading and Math..

Strategy 1:

College and Career Pathways - Kentucky Individual Learning Plans (ILP) will be utilized by middle school teachers to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways.

Category: Career Readiness Pathways

Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators (along with councelor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/Orientation	09/07/2015	05/09/2016	$0	No Funding Required	Middle school staff, school councelor

Activity - College/Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Career Preparation/Orientation	09/07/2015	05/09/2016	$0	No Funding Required	Administration, FRYSC, and Staff

Activity - Gear Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear Up, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program funded by the U.S. Department of Education. Gear Up provides federal funding for a partnership grant to serve low-income students. The goal of the program is to significantly increase the number of low-income middle and high school students who are prepared to enter and succeed in postsecondary education. Gear Up services are designed to raise the expectations of low-income students and families and to increase college attendance and success.	Career Preparation/Orientation	08/10/2015	05/09/2016	$0	Grant Funds	GEAR UP Academic Specialist

Strategy 2:

College and Career Support - Teachers and staff collaborate and work among committees to gather evidence and provide educational/technological resources to increase College and Career Readiness among students.

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate in and between Program Review Committees at least 3 times yearly in order to review Program Review rubrics, collect evidence, and set goals in order to increase College and Career Readiness in the areas of Arts and Humanities, Writing, and Practical Living & Career Studies.	Other - Collaboration and Committees	08/10/2015	05/09/2016	$0	No Funding Required	Principal, Program Review Committee Leaders, Teachers, FRYSC

Activity - iCurio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/10/2015	05/09/2016	$0	No Funding Required	Princical & Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to maintain an actual score of 63.4 in the combined reading and math proficiency ratings in the non- duplicated gap group for Elementary; we will collaborate to increase the actual score of 55.8 to the set delivery target of 60.2 for Middle School by 05/09/2016 as measured by K-Prep Achievement Gap Scores.

Strategy 1:

Novice Reduction - Using best practices, teachers will employ many instructional and cooperative learning strategies, as well as digital and online technology, into the curriculum in order to close the achievement gap and reduce percentage of students scoring novice.

Category: Continuous Improvement

Activity - Smart Response System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoporate Smart Repsonse System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Technology	09/07/2015	05/09/2016	$0	No Funding Required	Reading and Mathematics Teachers

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accerlerated Reader, Accelerated Math). | Technology | 09/07/2015 | 05/09/2016 | $2500 | District Funding | Teachers, Media Specialist |

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	09/07/2015	05/09/2016	$6600	Title I Part A	Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS Staff and an additional Math Tutor will provide interventions and support. Students will also use computer interactive computer software to meet their specific learning needs (i.e. My Reading Coach, My Virtual Reading Coach, etc).	Academic Support Program	09/07/2015	05/09/2016	$8400	Title I School Improvement (ISI), School Council Funds	ESS Staff, Classroom Teachers

Activity - Gear-Up Programs & Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear-Up tutoring program provides additional academic support to struggling learners in reading and mathematics. Gear-Up also hosts the annual college fair to increase awareness of programs and services to ensure students are more college and career ready.	Academic Support Program	09/07/2015	05/09/2016	$12000	Grant Funds	Gear Up Academic Specialist

Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy 1:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Activity - RtI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement. | Academic Support Program | 08/10/2015 | 05/09/2016 | $0 | No Funding Required | Administration, School Intervention Team, & Teachers |

Activity - ESS Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100	Other	Principal, ESS Tutor

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875	FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0	No Funding Required	Principal, Kindergarten Teachers

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500	Other	Principal, Primary Teachers

Strategy 2:

NTI Days - Non-Traditional Instructional (NTI) Days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow days). Teachers refine their online presence for content delivery. This will result in less instructional time being lost and increased ability of students to learn new content when school is back in session.

Category: Integrated Methods for Learning

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

NTI Days will utilize a Project-Based Learning model for instruction. Students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning is an alternative to paper-based, rote memorization, or to teacher-led classrooms. Students draw on lessons from several disciplines across the curriculum and apply their knowledge in a practical way. All students complete activity packets to demonstrate their learning.	Technology, Direct Instruction	12/01/2015	05/09/2016	$750	General Fund	Administration and Teachers

Goal 4: Increase the percentage of effective Principals from percentage in 2015 to percentage in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective principals from percentage in 2015 to percentage in 2020 by 05/09/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation set in 2015.

Strategy 1:

Professional Growth and Effectiveness System - Use Professional Growth and Effectiveness System to improve and reflect on expectations and growth as administrator.

Category: Professional Learning & Support

Activity - PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth goals.	Professional Learning	08/10/2015	05/09/2016	$0	No Funding Required	Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and Implementation of an intentional schedule for classroom visits beyond scheduled observations.	Other - Observation Process/Procedures	08/10/2015	05/09/2016	$0	No Funding Required	Principal

Goal 5: Increase the percentage of effective Teachers from percentage in 2015 to percentage in 2020

Measurable Objective 1:

collaborate to increase the percentage of effective teachers by 05/09/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation set in 2015.

Strategy 1:

Professional Learning Process - Implement a comprehensive, school-wide Professional Learning Process for TPGES components and expectations.

Category: Teacher PGES

Activity - PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a Professional Growth Plan based on principal observation, self-reflection and student need.	Professional Learning	08/10/2015	05/09/2016	$0	No Funding Required	Principal and Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Ciits, Kentucky Framework for Teaching, Kentucky Dept. of Education resources, administrator observations, and self reflection to comply with standards setforth by TPGES.	Professional Learning	08/10/2015	05/09/2016	$0	No Funding Required	Teachers

Activity - Appalachian Renaissance Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An incentive offered to teachers is the ARI Scholarship/Tuition Assistance Program. The ARI program was designed to promote teacher effectiveness by providing scholarship funds to increasing the number of highly qualified teachers in regional critical teaching shortage areas.	Professional Learning	08/03/2015	05/09/2016	$1500	Scholarship Fund	David Hensley and ARI Teachers

Goal 6: 2015-2016 Novice Reduction Goal---Evarts Elementary School will decrease the percentage of students scoring novice by 50% by 2020

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth 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 collaborate to reduce the percentage of students scoring novice in Elementary Reading to 8.28% and Middle School Reading to 13.68% in Reading by 05/09/2016 as measured by KPREP state asssessment.

(shared) Strategy 1:

Academic Support Services - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who are performing below proficiency. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0	No Funding Required	Principal, School Intervention Team, and Teachers

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100	Other	Principal, ESS Tutor

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875	FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth 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 collaborate to reduce the percentage of students scoring novice in Elementary Math to 11.52% and Middle School Math to 15.03% as measured by KPREP assessment. in Mathematics by 05/09/2016 as measured by KPREP state asssessment.

(shared) Strategy 1:

Academic Support Services - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who are performing below

proficiency. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0	No Funding Required	Principal, School Intervention Team, and Teachers

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100	Other	Principal, ESS Tutor

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875	FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC Americorps	The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875	Principal, FRYSC Coordinator, Americorps Tutor
FRYSC Americorps	The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875	Principal, FRYSC Coordinator, Americorps Tutor
				Total	$11750	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Software Programs	Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accerlerated Reader, Accelerated Math).	Technology	09/07/2015	05/09/2016	$2500	Teachers, Media Specialist
				Total	$2500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS Staff and an additional Math Tutor will provide interventions and support. Students will also use computer interactive computer software to meet their specific learning needs (i.e. My Reading Coach, My Virtual Reading Coach, etc).	Academic Support Program	09/07/2015	05/09/2016	$2400	ESS Staff, Classroom Teachers

		Total	$2400

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project-Based Learning	NTI Days will utilize a Project-Based Learning model for instruction. Students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning is an alternative to paper-based, rote memorization, or to teacher-led classrooms. Students draw on lessons from several disciplines across the curriculum and apply their knowledge in a practical way. All students complete activity packets to demonstrate their learning.	Technology, Direct Instruction	12/01/2015	05/09/2016	$750	Administration and Teachers
				Total	$750	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS Staff and an additional Math Tutor will provide interventions and support. Students will also use computer interactive computer software to meet their specific learning needs (i.e. My Reading Coach, My Virtual Reading Coach, etc).	Academic Support Program	09/07/2015	05/09/2016	$6000	ESS Staff, Classroom Teachers
				Total	$6000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	Teachers collaborate in and between Program Review Committees at least 3 times yearly in order to review Program Review rubrics, collect evidence, and set goals in order to increase College and Career Readiness in the areas of Arts and Humanities, Writing, and Practical Living & Career Studies.	Other - Collaboration and Committees	08/10/2015	05/09/2016	$0	Principal, Program Review Committee Leaders, Teachers, FRYSC
Individual Learning Plans (ILP)	School administrators (along with councelor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/Orientation	09/07/2015	05/09/2016	$0	Middle school staff, school councelor

Response to Intervention	School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0	Principal, School Intervention Team, and Teachers
PGP	Teachers will create a Professional Growth Plan based on principal observation, self-reflection and student need.	Professional Learning	08/10/2015	05/09/2016	$0	Principal and Teachers
Professional Learning	Teachers will utilize Ciits, Kentucky Framework for Teaching, Kentucky Dept. of Education resources, administrator observations, and self reflection to comply with standards setforth by TPGES.	Professional Learning	08/10/2015	05/09/2016	$0	Teachers
College/Career Day	Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Career Preparation/Orientation	09/07/2015	05/09/2016	$0	Administration, FRYSC, and Staff
Smart Response System	Incoporate Smart Repsonse System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Technology	09/07/2015	05/09/2016	$0	Reading and Mathematics Teachers
Classroom Observations	Development and Implementation of an intentional schedule for classroom visits beyond scheduled observations.	Other - Observation Process/Procedures	08/10/2015	05/09/2016	$0	Principal
Kindergarten Readiness	Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0	Principal, Kindergarten Teachers
RtI Process	School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0	Administration, School Intervention Team, & Teachers
PPGES	Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth goals.	Professional Learning	08/10/2015	05/09/2016	$0	Principal
iCurio	iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/10/2015	05/09/2016	$0	Principal & Teachers
				Total	$0	

Other

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

ESS Tutoring	The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100	Principal, ESS Tutor
ESS Tutor	The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100	Principal, ESS Tutor
K-3 Early Learning	Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500	Principal, Primary Teachers
				Total	$10700	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Teachers will utilize Study Island technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	09/07/2015	05/09/2016	$6600	Teachers
				Total	$6600	

Scholarship Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Appalachian Renaissance Initiative	An incentive offered to teachers is the ARI Scholarship/Tuition Assistance Program. The ARI program was designed to promote teacher effectiveness by providing scholarship funds to increasing the number of highly qualified teachers in regional critical teaching shortage areas.	Professional Learning	08/03/2015	05/09/2016	$1500	David Hensley and ARI Teachers
				Total	$1500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up Programs & Services	The Gear-Up tutoring program provides additional academic support to struggling learners in reading and mathematics. Gear-Up also hosts the annual college fair to increase awareness of programs and services to ensure students are more college and career ready.	Academic Support Program	09/07/2015	05/09/2016	$12000	Gear Up Academic Specialist

Gear Up	Gear Up, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program funded by the U.S. Department of Education. Gear Up provides federal funding for a partnership grant to serve low-income students. The goal of the program is to significantly increase the number of low-income middle and high school students who are prepared to enter and succeed in postsecondary education. Gear Up services are designed to raise the expectations of low-income students and families and to increase college attendance and success.	Career Preparation/Orientation	08/10/2015	05/09/2016	$0	GEAR UP Academic Specialist
				Total	$12000	

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?

1. How can the school keep families informed about their child's progress? How can the school engage families in meaningful ways in their child's education?

2. How can teachers better meet students individualized learning needs?

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 most recent Parent, Staff, and Elementary Surveys indicate progress and growth when compared to surveys from previous years. Furthermore, the 2015 TELL Survey shows no areas of significant need. We celebrate because Evarts Elementary is identified as a High Progressing School by KDE, because both the elementary and middle school are Distinguished/Progressing. Furthermore, our achievement on KPREP test ranks EES as the number one school in our district. Furthermore, the newly introduced component of our Needs Assessment, the Stakeholder Survey, provided the most positive results with an overall score of 4.76 out of 5, or 95% positive feedback.

Opportunities for Improvement

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

1. Early Elementary and Elementary Surveys indicate a need for improvement in family involvement at school activities. Students expressed a concern about families not being invited to come to school activities frequently. Nearly 14% of Early Elementary students indicated that their families do not like coming to the school. Additionally, 20.17% of Elementary students answered no to the question: "My teacher asks my family to come to school activities." Parent Surveys indicate that not all teachers help parents understand their child's progress or keep them informed regularly. Therefore, Evarts Elementary School will continue hosting at least two parent midterms pick-ups (no less than one each semester). These midterm pick-ups will be announced in a variety of ways including but not limited to the following: online postings, newsletter, school bulletin board, notes to parents, newspaper, etc. At said time, parents will have the opportunity to discuss their child's progress with classroom teachers. Furthermore, the FRYSC, PTO, and administration will be available at midterm pick-ups to enroll interested participants in Parent Portal; this will enable concerned parents to more closely monitor their child's progress at their own convenience. Additionally, parents will be invited to the school often (at least 3 times per semester) to participate in and attend school-wide programs. This will ensure that parents feel that they are engaged in meaningful ways that help to advance their child's education/progress. Lastly, various teachers have attended Professional Development during Summer 2015 to create class websites. These websites will offer additional means of communication between families and teachers.

2. Parent Surveys also indicated a need for improvement in individualized instruction in the classroom. Parents' main concern was focused on the teachers failing to meet the learning needs of individualized instruction and teachers' lack of teamwork to ensure all students' needs are met. Therefore, in order to create a program that supports instructional improvement within Evarts Elementary School, a systematic effort will be made to focus on student learning and teacher effectiveness. The strength of our program will lie in job-embedded instructional mentoring by carefully selected, well-prepared mentoring teachers and by cooperative learning efforts, common planning, etc. A school-wide initiative to incorporate the Kagan Cooperative Learning model into all classrooms will begin immediately. Using the Kagan model, teachers will be able to implement a variety of cooperative learning strategies that will meet individual learning needs. Since most teachers will be using Kagan Cooperative Learning strategies, it will also support a positive culture/environment in and among classrooms. Kagan Cooperative Learning ensures that students take part in meaningful learning activities. Additional support is provided through ongoing professional development aligned with the Teacher Professional Growth and Effectiveness System.

Conclusion

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

1. In order for elementary students to feel that the school engages families in meaningful ways in their education and keep them informed on progress made at school, Evarts Elementary will host parent midterm pick-ups. At this time, a very small percentage of parents at EES currently access Parent Portal. Thus, Evarts Elementary School administration, PTO, and FRYSC staff will encourage parents to enroll in Parent Portal. Parent Portal will enable all parents to more closely monitor their child's progress at their own convenience. Parents will also encouraged to frequently contact teachers by e-mail since it is a fast, easy, and convenient way to communicate. Additionally, parents will be invited to the school at least 3 times per semester to participate in and attend school-wide programs. This will ensure that parents feel that they are engaged in meaningful ways and also provide another opportunity for communication between school and home. Finally, class websites (with instant messaging, blogs, and contact information) will offer additional avenues for constant and timely communication between families and teachers.

2. In order for parents to feel that teachers are working, individually and as teams, to meet the individualized learning needs of students, Evarts Elementary School will provide many opportunities for cooperative learning efforts and working committees. Teamwork among staff members will focus on using Kagan Cooperative Learning strategies, student learning, and teacher effectiveness. Job-embedded Professional Learning opportunities in the Kagan Cooperative Learning model will be offered to all teachers. Additional support is provided through ongoing professional development aligned with the Teacher Professional Growth and Effectiveness System (TPGES). The TPGES is designed around a research-based teacher framework that is focused on various levels of teacher performance that has the greatest impact on improving teacher practice and students learning.

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:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy1:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Research Cited:

Activity - RtI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Administration, School Intervention Team, & Teachers

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500 - Other	Principal, Primary Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Kindergarten Teachers

Activity - ESS Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100 - Other	Principal, ESS Tutor

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875 - FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Strategy2:

NTI Days - Non-Traditional Instructional (NTI) Days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow days). Teachers refine their online presence for content delivery. This will result in less instructional time being lost and increased ability of students to learn new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project-Based Learning model for instruction. Students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning is an alternative to paper-based, rote memorization, or to teacher-led classrooms. Students draw on lessons from several disciplines across the curriculum and apply their knowledge in a practical way. All students complete activity packets to demonstrate their learning.	Direct Instruction Technology	12/01/2015	05/09/2016	$750 - General Fund	Administration and Teachers

Goal 2:

Increase the percentage of effective Principals from percentage in 2015 to percentage in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective principals from percentage in 2015 to percentage in 2020 by 05/09/2016 as measured by

a yet to be determined increase from the baseline data received from the first year of implementation set in 2015.

Strategy1:

Professional Growth and Effectiveness System - Use Professional Growth and Effectiveness System to improve and reflect on expectations

and growth as administrator.

Category: Professional Learning & Support

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and Implementation of an intentional schedule for classroom visits beyond scheduled observations.	Other - Observation Process/Procedures	08/10/2015	05/09/2016	$0 - No Funding Required	Principal

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth goals.	Professional Learning	08/10/2015	05/09/2016	$0 - No Funding Required	Principal

Goal 3:

Increase the percentage of effective Teachers from percentage in 2015 to percentage in 2020

Measurable Objective 1:

collaborate to increase the percentage of effective teachers by 05/09/2016 as measured by a yet to be determined increase from the

baseline data received from the first year of implementation set in 2015.

Strategy1:

Professional Learning Process - Implement a comprehensive, school-wide Professional Learning Process for TPGES components and

expectations.

Category: Teacher PGES

Research Cited:

Activity - PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create a Professional Growth Plan based on principal observation, self-reflection and student need.	Professional Learning	08/10/2015	05/09/2016	$0 - No Funding Required	Principal and Teachers

Activity - Appalachian Renaissance Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An incentive offered to teachers is the ARI Scholarship/Tuition Assistance Program. The ARI program was designed to promote teacher effectiveness by providing scholarship funds to increasing the number of highly qualified teachers in regional critical teaching shortage areas.	Professional Learning	08/03/2015	05/09/2016	$1500 - Scholarship Fund	David Hensley and ARI Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Ciits, Kentucky Framework for Teaching, Kentucky Dept. of Education resources, administrator observations, and self reflection to comply with standards setforth by TPGES.	Professional Learning	08/10/2015	05/09/2016	$0 - No Funding Required	Teachers

Narrative:

The 2015 TELL KY Survey did not identify any areas of specific concern. Yet, the following strategies have been created to address areas for improvement based on the 2015 Needs Assessment.

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy1:

NTI Days - Non-Traditional Instructional (NTI) Days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow days). Teachers refine their online presence for content delivery. This will result in less instructional time being lost and increased ability of students to learn new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project-Based Learning model for instruction. Students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning is an alternative to paper-based, rote memorization, or to teacher-led classrooms. Students draw on lessons from several disciplines across the curriculum and apply their knowledge in a practical way. All students complete activity packets to demonstrate their learning.	Direct Instruction Technology	12/01/2015	05/09/2016	$750 - General Fund	Administration and Teachers

Strategy2:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Research Cited:

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875 - FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Activity - RtI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Administration, School Intervention Team, & Teachers

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500 - Other	Principal, Primary Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Kindergarten Teachers

Activity - ESS Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100 - Other	Principal, ESS Tutor

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy1:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Kindergarten Teachers

Narrative:

All children-were screened for kindergarten readiness using DIAL-4 Screener. See attached "Kindergarten Readiness" activity.

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy1:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Research Cited:

Activity - RtI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Administration, School Intervention Team, & Teachers

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875 - FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Kindergarten Teachers

Activity - ESS Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100 - Other	Principal, ESS Tutor

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500 - Other	Principal, Primary Teachers

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math percentage of Proficient/Distinguished K-Prep Scores for Elementary from an Actual Score of 64.7% to the Delivery Target of 66.1%, and in Middle School from 55.5% to 62.4% by 05/09/2016 as measured by K-Prep Proficiency rates.

Strategy1:

Academic Support - District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Consequently, teachers will develop academic support services for addressing the individualized needs at-risk students.

Category: Continuous Improvement

Research Cited:

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize a variety of technology (SmartBoards, Brain Pop, Reading Eggs, Tumble Books, STAR Reading, STAR Math, etc.) in order to supplement reading and mathematics instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency.	Academic Support Program	08/10/2015	05/09/2016	$2500 - Other	Principal, Primary Teachers

Activity - RtI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement.	Academic Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Administration, School Intervention Team, & Teachers

Activity - ESS Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Extended School Services (ESS) Tutor will provide effective, timely assistance to struggling students who are placed in Tier II and/or Tier III for interventions.	Tutoring	08/10/2015	05/09/2016	$4100 - Other	Principal, ESS Tutor

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before entering Kindergarten, students take the DIAL-4 screener. When Kindergarten begins, students take the Brigance screener to determine specific academic needs. Throughout the year, students are given the STAR reading screener three times. Students who are identified as falling behind their counterparts will receive interventions.	Behavioral Support Program	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Kindergarten Teachers

Activity - FRYSC Americorps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts.	Tutoring	08/10/2015	05/09/2016	$5875 - FRYSC	Principal, FRYSC Coordinator, Americorps Tutor

Strategy2:

NTI Days - Non-Traditional Instructional (NTI) Days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow days). Teachers refine their online presence for content delivery. This will result in less instructional time being lost and increased ability of students to learn new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project-Based Learning model for instruction. Students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning is an alternative to paper-based, rote memorization, or to teacher-led classrooms. Students draw on lessons from several disciplines across the curriculum and apply their knowledge in a practical way. All students complete activity packets to demonstrate their learning.	Direct Instruction Technology	12/01/2015	05/09/2016	$750 - General Fund	Administration and Teachers

Narrative:

Please see attached "K-3 Early Learning" activity. Other attached activities are also utilized to ensure an increase in the average 3rd grade math and reading combined K-Prep proficiency scores.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to maintain an actual score of 63.4 in the combined reading and math proficiency ratings in the non- duplicated gap group for Elementary; we will collaborate to increase the actual score of 55.8 to the set delivery target of 60.2 for Middle School by 05/09/2016 as measured by K-Prep Achievement Gap Scores.

Strategy1:

Novice Reduction - Using best practices, teachers will employ many instructional and cooperative learning strategies, as well as digital and online technology, into the curriculum in order to close the achievement gap and reduce percentage of students scoring novice.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement.	Technology	09/07/2015	05/09/2016	$6600 - Title I Part A	Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS Staff and an additional Math Tutor will provide interventions and support. Students will also use computer interactive computer software to meet their specific learning needs (i.e. My Reading Coach, My Virtual Reading Coach, etc).	Academic Support Program	09/07/2015	05/09/2016	$2400 - School Council Funds $6000 - Title I School Improvement (ISI)	ESS Staff, Classroom Teachers

Activity - Smart Response System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoporate Smart Repsonse System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Technology	09/07/2015	05/09/2016	$0 - No Funding Required	Reading and Mathematics Teachers

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilized Renaissance Software Programs in order to support reading and mathematics achievement by providing extra assistance, practice, and assessments needed to monitor progress (i.e. Star Early Literacy, Star Reading, Star Math, Accerlerated Reader, Accelerated Math).	Technology	09/07/2015	05/09/2016	$2500 - District Funding	Teachers, Media Specialist

Activity - Gear-Up Programs & Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear-Up tutoring program provides additional academic support to struggling learners in reading and mathematics. Gear-Up also hosts the annual college fair to increase awareness of programs and services to ensure students are more college and career ready.	Academic Support Program	09/07/2015	05/09/2016	$12000 - Grant Funds	Gear Up Academic Specialist

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.

Goal 1:

Increase the percentage of students who are college and career ready from 64.6% to 74% Proficient/Distinguised in Reading and 33.3% to 55% Proficient/Distinguished in Math by 2017.

Measurable Objective 1:

collaborate to ensure 70% of students score Proficient/Distinguished in Reading and at least 45% of students score Proficient/Distinguished in Mathematics by 05/09/2016 as measured by KPREP Test results for 8th graders in Reading and Math..

Strategy1:

College and Career Support - Teachers and staff collaborate and work among committees to gather evidence and provide educational/technological resources to increase College and Career Readiness among students.

Category: Continuous Improvement

Research Cited:

Activity - iCurio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/10/2015	05/09/2016	$0 - No Funding Required	Principal & Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate in and between Program Review Committees at least 3 times yearly in order to review Program Review rubrics, collect evidence, and set goals in order to increase College and Career Readiness in the areas of Arts and Humanities, Writing, and Practical Living & Career Studies.	Other - Collaboration and Committees	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Program Review Committee Leaders, Teachers, FRYSC

Strategy2:

College and Career Pathways - Kentucky Individual Learning Plans (ILP) will be utilized by middle school teachers to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear Up, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program funded by the U.S. Department of Education. Gear Up provides federal funding for a partnership grant to serve low-income students. The goal of the program is to significantly increase the number of low-income middle and high school students who are prepared to enter and succeed in postsecondary education. Gear Up services are designed to raise the expectations of low-income students and families and to increase college attendance and success.	Career Preparation/ Orientation	08/10/2015	05/09/2016	$0 - Grant Funds	GEAR UP Academic Specialist

Activity - College/Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Career Preparation/ Orientation	09/07/2015	05/09/2016	$0 - No Funding Required	Administration, FRYSC, and Staff

Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators (along with councelor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/ Orientation	09/07/2015	05/09/2016	$0 - No Funding Required	Middle school staff, school councelor

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

Goal 1:

Increase the percentage of students who are college and career ready from 64.6% to 74% Proficient/Distinguised in Reading and 33.3% to 55% Proficient/Distinguished in Math by 2017.

Measurable Objective 1:

collaborate to ensure 70% of students score Proficient/Distinguished in Reading and at least 45% of students score Proficient/Distinguished in Mathematics by 05/09/2016 as measured by KPREP Test results for 8th graders in Reading and Math..

Strategy1:

College and Career Support - Teachers and staff collaborate and work among committees to gather evidence and provide educational/technological resources to increase College and Career Readiness among students.

Category: Continuous Improvement

Research Cited:

Activity - iCurio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/10/2015	05/09/2016	$0 - No Funding Required	Principal & Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate in and between Program Review Committees at least 3 times yearly in order to review Program Review rubrics, collect evidence, and set goals in order to increase College and Career Readiness in the areas of Arts and Humanities, Writing, and Practical Living & Career Studies.	Other - Collaboration and Committees	08/10/2015	05/09/2016	$0 - No Funding Required	Principal, Program Review Committee Leaders, Teachers, FRYSC

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	District representatives conducted a meeting at Evarts Elementary School to review and disaggregate K-PREP achievement data. Teachers further analyzed data to assess the needs of individual students in their classroom in order to move students from Novice/Apprentice to Proficient.	

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	The School-Based Decision Making (SBDM) Council has a policy to assist and protect teachers' Common Planning times which will allow for the staff to routinely collaborate with counterparts in order to support quality instruction and problem solving among grades.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Each spring, before enrolling at Evarts Elementary School, prospective kindergarten students take the DIAL-4 screener to determine the students' readiness for Kindergarten and help with the transition process. After beginning Kindergarten, further testing is completed using the Brigance screener to determine specific academic needs of the students.	

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	Teachers use a variety of student-centered, research based instructional strategies with fidelity in order to support student achievement , esp. Tier II and Tier III students who are below grade level. ALL Tier II or Tier III students have individualized RtI Plans to ensure they receive varied and timely interventions that are research-based. Teachers implement extensive progress monitoring throughout the RtI process in order to enable students to begin working on-grade level.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The District requires that all teachers be highly qualified in the areas in which they teach.	

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	Administration collocates financial records in regards to Title1, Part A programs which are housed in the office.	

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	Title 1 PAC meeting is held annually to discuss test scores with parents. Parent involvement is sought consistently for programs and assemblies throughout the year, especially those that are related to assessment. Programs sponsored by FRYSC is an integral part of parent involvement as well. At least two midterm pick-ups are hosted annually; this frequent contact between parents and teachers provide parents with the communication necessary to ensure that their child succeeds. Some teachers also have a class website or messaging system to provide further means of communication with parents.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Our Comprehensive School Improvement Plan is based on assessment information in relation to the state content and student performance standards. The CSIP consists of strategies and activities to provide opportunities for all children to perform at a proficient level. It is based on effective means of improving student achievement while strengthening the core academic program, especially for those children who experience difficulty mastering content. Struggling students will receive timely, additional assistance using effective instructional strategies that are based on scientific research.	

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	Each teacher is required to develop a Professional Growth Plan (PGP) each year. The principal is required to meet with each teacher to finalize the development of the PGP for the year. Professional growth goals must be met by May 2016.	

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	K-PREP analysis meetings for disaggregation of testing data and Program Review rubrics assist Evarts Elementary in evaluating the implementation of our plan and informs changes when needed. The SBDM also assists in evaluating the effectiveness of implementation.	

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	Evarts Elementary conducts a comprehensive needs assessment each fall.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Teachers use a variety of student-centered, research based instructional strategies with fidelity in order to support and assist identified students using Response to Intervention (RtI). Students who are below grade level are place in Tier II and Tier III to receive effective, timely intervention using a repertoire of strategies that include: integration of technology, cooperative learning, hands-on activities, problem solving, one-on-one, small groups, etc.	

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	The school plans targeted assistance activities for identified students that coordinate and integrate other (federal, state, and local) programs (i.e. Response to Intervention).	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	The school plans targeted assistance activities for identified students that coordinate and integrate other (federal, state, and local) programs (i.e. Response to Intervention).	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Evarts Elementary coordinates numerous programs in conjunction with federal, state, and local programs. Federally, we utilize Title 1 funds to support instruction. We actively collaborate with the state sponsored Family Resource Center (FRYSC) to provide basic student needs, educational materials and special assistance (including weekend food packages and Christmas and Holiday support), and Americorps Tutor provides assistance to struggling students. We follow district policies on attendance/truancy and work with local organizations (i.e. Boys & Girls Club and 4-H Extension office).	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	The RtI process at Evarts Elementary School is very purposeful; we utilize progress monitoring data to measure student growth and intervention effectiveness. Additionally, the Comprehensive School Improvement Plan for Next Generation Professionals for Principal and Teachers lists strategies that inform and improve professional development activities.	

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	In the state of Kentucky, all paraprofessionals are required to pass the "Kentucky Paraprofessional Assessment" in order to work with targeted assistance programs and activities. Thus, all paraprofessionals must meet requirements of Highly Qualified under the Elementary and Secondary Education Act (ESEA).	

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	Administration, along with the school secretary, collocate financial records which provide details about Title 1, Part A funds. Evarts Elementary allocates and spends federal program funds only on programs and activities for identified eligible students. The school maintains appropriate financial records on programs and activities on which said funds are spent.	

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	The Parent-Teacher Organization (PTO) seeks for and ensures parental involvement in the design, implementation, and evaluation of the targeted assistance activities. FRYSC works closely with the PTO to plan and design strategies for parents to continue involvement.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	The Eight Targeted Assistance Planning components (below) are incorporated into the existing school improvement planning process. 1. Needs Assessment 2. Integration 3. Instruction/Services Supplement Core Program 4. Coordinate Services to Support Transition 5. Instruction by Highly Qualified Staff 6. Professional Development 7. Parent Involvement 8. Coordination of Services	

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	Teacher Professional Growth Plans (PGP) provide appropriate activities for staff members who serve Title I students at Evarts Elementary School. Also see Comprehensive School Improvement Plan (CSIP) for Next Generation Professionals for Teachers.	

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	The Comprehensive School Improvement Plan (CSIP) is linked to the Harlan County School's district website at: www.harlan.kyschools.us The actual web address for stakeholders to readily examine the document is: http://harlan.k12.ky.us/pdf/CSIP%20Plans/2013-2014/2013-2014%20Evarts%20CSIP.pdf Furthermore, the CSIP is available for stakeholders to examine within our school. Updates are regularly presented and approved by the SBDM.	

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	Yes, parents would be notified; however, no notification is necessary at this time, because there are no teachers at Evarts Elementary School who are not Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	See School Improvement Plan for College and Career Readiness AND Next Generation Professionals for Principals and Teachers.	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators are required to follow a strict schedule aligned with the core subjects/classes of the student with which they work. All para-professionals are under the supervision of a highly qualified classroom teacher which oversees and adjusts schedules to ensure para-professionals are constantly providing instruction rather than clerical work.	

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	See master schedule and individual para-educator's schedules for evidence.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	See para-educator's individual schedules for evidence. All para-educators are supervised by a lead teacher and administration.	

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 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?

1. The Boys and Girls Club

2. A local business/community partner owned an operated by a parent of two students at EES (Benji Coleman)

3. 4-H Club

Relationship Building

Overall Rating: 2.71

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	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: 2.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

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

	Statement or Question	Response	Rating
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 have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

	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

	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: 2.33

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

	Statement or Question	**Response**	**Rating**
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.17

	Statement or Question	**Response**	**Rating**
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 some student work with scoring guide and proficient level work.	Apprentice

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	**Response**	**Rating**
6.6	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: 2.83

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.

Strengths:

Throughout the course of the needs assessment process, systematic efforts have been initiated to improve our communication and collaboration with external partnerships and stakeholders. Our strengths include an active FRYSC center that strives to include community partnerships within the community and abroad. EES has regular communications that are sent through a variety of media outlets and mediums to parents and community members (i.e. School Messenger calling system, bulletin boards, school newsletter, class websites, social media posts, and announcements in the local newspaper). Data is collected from these efforts and utilized to improve our communication with the stakeholders.

Areas for Improvements:

Communication efforts are in place, but are not always two-way or accessed by all parents. Often our communication relies heavily on email; however, this does not reach all parents or provide a basis for collecting valid data. These areas, along with increasing our parent leadership, is the focus areas for improvement.

Action Steps:

SBDM will discuss methods for increasing parent participation and leadership. SBDM Council will develop activities as needs arise. Activities created by SBDM will enable parents and stakeholders to conduct observations and make school visits. The SBDM Council members will act as advocates to solicit feedback from these groups.

Since only two community stakeholder surveys were completed during the Needs Assessment survey, EES plans to encourage participation by contacting stakeholders via phone, e-mail, or social media websites. Additional data will provide EES with the necessary information to improve communication. Parents and other stakeholders will constantly be encouraged to make suggestions and take a larger role in the decision-making process.

Parent involvement in the ILP process has been added to ILP protocol; however, this will not take place until the end of this school year and data will be collected from this to improve student learning.

Report Summary

Scores By Section

Section Score
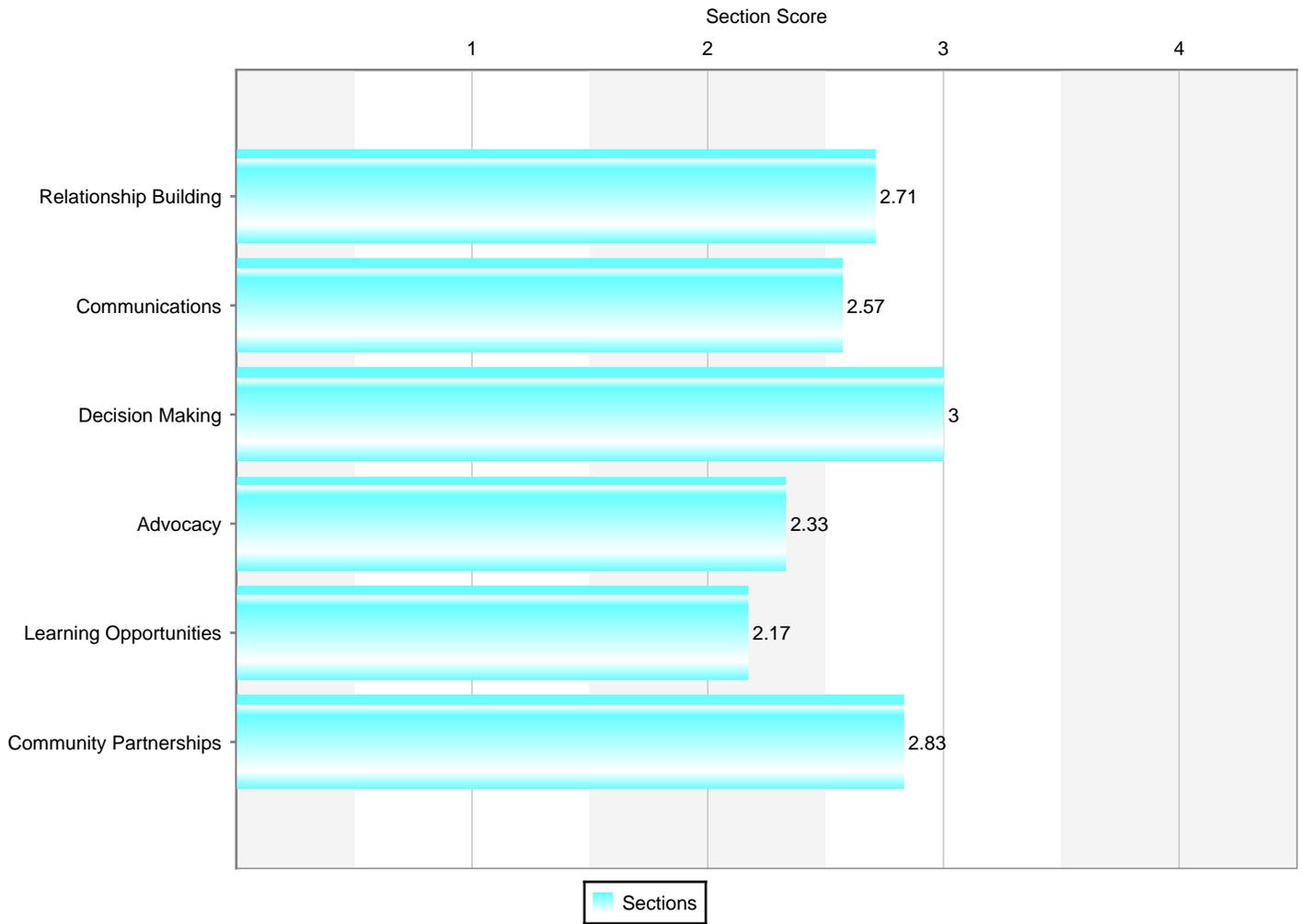
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

1)Curriculum Committee members; establish, review, and/or revise bylaws, terms of office, and duties of members. EES has a Curriculum Committee composed of the Principal, teachers, education support employees, and a parent representative. Teachers and education support employees have been selected based on their area of expertise.

2) School conducts annual Needs Assessment Surveys based on state and district goals, performance standards, local and state achievement data, and school climate.

3) SBDM follows the school's Vision and Mission and sets priorities for goals and objectives to be included in the School Improvement Plan.

4) Curriculum Committee and SBDM assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

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

Representatives from stakeholder groups that participated in the development of the improvement plan include individuals that reflect the makeup of the school's demographics. EES has a predominately white population with only 2% of students coming from other ethnicities.

Stakeholders' responsibilities to develop the plan include:
1) Assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data
2) Prioritizing the school's needs
3) Indicating problems and barriers that underlie the needed improvements and their causes
4) Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements
5) Establishing what will be done, when it will be done, who will complete each task, and what resources are needed
6) Specifying precisely what results (outcomes) are expected and how they will be measured
7) Determining which indicators of success will serve as "adequate progress" for strategies in the plan. This work was accomplished in various formats (e.g. work groups, committees, and individually).

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

Final School Improvement Plan will be communicated to all stakeholders using the following steps:
1) The School Improvement Plan was released to SBDM and other shareholders for input before being finalized.

2) School Improvement Plan was submitted to the District School Board for approval.

3) The School Board approved the School Improvement Plan.

4) The approved School Improvement Plan is still being shared with the entire school community.

5) The School Improvement Plan is currently being implemented and monitored for effectiveness (throughout the school year).

6) The Curriculum Committee will review progress, implementation of plan, and adjust interventions when necessary.

7) Following final evaluation, the school improvement planning process continues as in the previous year.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	Harlan County Public Schools has adopted a district-wide Emergency Procedures Guide which is followed by all schools. Evarts Elementary's SBDM has also adopted a School Safety Plan with additional procedures to follow in case of an emergency.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	Yes, the School Safety Plan is reviewed and updated annually.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	Yes, the School Safety Plan has been adopted. It is formally reviewed once yearly.	

Label	Assurance	Response	Comment	Attachment
4.	Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?	Yes	The Evarts City Police have been provided with a copy of our School Safety Plan.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	Yes, the School Safety Plan is reviewed and revised annually by the SBDM and principal. If revisions are made, the changes are shared with first responders.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Prior to the first day of school (Opening Day for teachers), the principal reviews the Harlan County Public Schools' Emergency Procedures Guide. All classrooms have this guide posted. Additionally, the principal reviews procedures in the School Safety Plan.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The review takes place at a regularly scheduled SBDM meeting, and all meetings are publicly announced to ensure stakeholders have the opportunity to attend.	

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	No	The Fire Marshal reviews the designated safe zones for severe weather annually; however, these zones are not posted in each classroom. The Emergency Plan is posted in each classroom, but safe zones are not labeled.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Earthquake practices have been developed, and earthquake drills are conducted once yearly.	

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Front entrance is locked and monitored; visitors must sign-in at the office. All exterior doors are locked and closed during school hours. Classroom doors are also locked as added access control.	

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All safety drills are taught, practiced, and documented (in lesson plans and administration's records) within the first 30 days of school.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Administration ensures that all four emergency response drills are conducted within the first thirty instructional days. Documentation of said drills are available upon request.	

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Barriers to achieve equitable access to effective educators within the school have been identified. The overwhelming barrier for Harlan County Schools is the poor economy in our predominately coal-mining district.	

What are the barriers identified?

The barriers identified include a poor economy, alarmingly high poverty rates, increased unemployment, and homeless percentages that continue to rise.

What sources of data were used to determine the barriers?

FRYSC Needs Assessment
Parent & teacher interviews
Parent Surveys

What are the root causes of those identified barriers?

The poor economy was caused largely by a downturn in the coalmining industry. Since numerous coal mines have closed, many students and their families have had to relocate to find employment. When student numbers are down, staffing must be decreased due to funding. This, in turn, has effected job opportunities county-wide.

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

The Professional Growth and Effectiveness System data shows that all teachers who work at Evarts Elementary are Highly Qualified and provide quality instruction to all students in all grades and subject areas. Students Professional Growth Plans show that they are working to improve their skillset to better serve EES students.

Equitable Access Strategies

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

Evarts Elementary School's procedures for assignment of students ensure that low income and minority students are not assigned to inexperienced or ineffective teachers. Since ALL teachers at Evarts Elementary are Highly Qualified, all students have equitable access to high quality instruction by experienced and effective teachers. When class assignments are made, teachers are not aware of the socioeconomic level of students. Our school has a high percentage of free-reduced lunch students; due to the fact that our students come from predominately low income families, this data would not be of particular importance during student assignments.

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

Evarts Elementary students come from predominately low income families. As of December 1, 2015, 85% of students qualify for free or reduced lunch; however, this data would not be of particular importance during student assignments. Students are never identified based on income, race, or Limited English Proficiency.

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

Evarts Elementary School, along with all other schools in the Harlan County School district, utilizes the Kentucky Educator Placement Service (KEPS) program to help job applicants and school districts fill certified vacancies with Highly Effective Teachers.

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

Using the Kentucky Educator Placement Service (KEPS) program, Evarts Elementary School recruits teachers that are targeted to support the diverse learning needs of minority students and low income students. Currently, Evarts Elementary School does not have any Limited English Proficient students enrolled.

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

Evarts Elementary offers various incentives to retain effective teachers. One incentive is the ARI Scholarship/Tuition Assistance Program which was designed to promote teacher effectiveness by increasing the number of highly qualified teachers in regional critical teaching

shortage areas. Another incentive is providing leadership opportunities for teachers throughout the district and state.

As part of the Principal Professional Growth and Effectiveness System (PPGES), administration created a working conditions goal to ensure a positive school culture. Furthermore, the principal works to cultivate collaboration among educators and constantly solicits teacher feedback and input for decision making (i.e. staff meetings, e-mails, and surveys).

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

Evarts Elementary utilizes the Kentucky Teacher Internship Program (KTIP) for first year teachers. KTIP is an internship program designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom. Additionally, Evarts Elementary employs the Intern Management System (IMS)during this process. IMS is an electronic system used to collect data on the progress and final result of each teacher in the Kentucky Teacher Internship Program.

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

Teachers who fail to meet an "effective" rating using PGES data will attend a conference with the principal. The purpose of this conference is to provide feedback, analyzing the results of observation(s) and other information to determine and identifying areas for growth within their professional growth plan. Teachers will then work the principal to create a corrective action plan. The corrective action plan is a result of an unsatisfactory standard rating(s) on the summative evaluation/unsatisfactory performance. Specific assistance and activities are identified and progress is closely monitored. Professional Learning Communities (PLC), administrative support, and district support are also provided to the teacher to ensure they obtain an effective rating on PGES data.

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

TELL Kentucky results, at the district level, indicate that teachers feel more collaboration through Professional Learning Communities (PLC) would be beneficial. As a result, the district organized several PLC opportunities (i.e. Common Benchmark assessments and Non-traditional Instructional days) county-wide.

Questions

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

All Kentucky Board of Education (KBE) goals within this CSIP support equitable access and resources for all educators at Evarts Elementary School.