



# **KDE Comprehensive School Improvement Plan**

**Green Hills Elementary School**  
**Harlan County**

Jonathan J. Perkins, Principal  
Bledsoe, KY 40810

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

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

Additional Information .....	7
------------------------------	---

## **2015-2016 Green Hills Elementary School CSIP**

Overview .....	9
----------------	---

Goals Summary .....	10
---------------------	----

Goal 1: All Studentns at Green Hills Elementary will be exposed to professionally developed dramatic performances ..	12
--	----

Goal 2: Student Performance .....	12
-----------------------------------	----

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 .....	13
---	----

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 .....	14
---	----

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 .....	16
---	----

Goal 6: All students will recieve instruction in the areas of Practicial Living and Career Studies .....	17
--	----

Goal 7: 2015-2016 Gap Goal. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 .....	18
---	----

Goal 8: Goal 1: 2015 K-PREP Proficiency Goal All students at Green Hills Elementary School will achieve proficiency in reading and math .....	19
---	----

Goal 9: Goal 1: 2015 Next Generation Professionals- Teacher Goal .....	20
--	----

Goal 10: Goal 1: 2015 Next Generation Professionals-Principal Goal .....	21
--	----

Goal 11: Goal 1: 2015 College and Career Readiness Goal .....	21
---	----

Goal 12: 2015-2016 Green Hills Elementary Novice Reduction Goal .....	22
---	----

Activity Summary by Funding Source ..... 24

**Phase I - Needs Assessment**

Introduction ..... 31

Data Analysis ..... 32

Areas of Strengths ..... 33

Opportunities for Improvement ..... 34

Conclusion ..... 35

**Phase II - KDE Compliance and Accountability - Schools**

Introduction ..... 37

Planning and Accountability Requirements ..... 38

**Phase II - KDE Assurances - Schools**

Introduction ..... 58

Assurances ..... 59

**Phase I - The Missing Piece**

Introduction ..... 65

Stakeholders ..... 66

Relationship Building ..... 67

Communications ..... 68

Decision Making ..... 70

Advocacy ..... 72

Learning Opportunities ..... 73

Community Partnerships ..... 74

Reflection ..... 75

Report Summary ..... 76

**Improvement Plan Stakeholder Involvement**

Introduction ..... 78

Improvement Planning Process ..... 79

**School Safety Report**

Introduction ..... 81

School Safety Requirements ..... 82

**Equitable Access Diagnostic**

Introduction ..... 85

Needs Assessment ..... 86

Equitable Access Strategies ..... 87

Questions ..... 89

## **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?**

Green Hills Elementary School is a K-8 school with an enrollment of 169 students that is located in Iedsoe, Kentucky. We are a School-Wide Title I funded public educational facility. Our school serves a rural area in Southeast Kentucky that is socioeconomically depressed and has a student body that is primarily white with approximately 86% of our students qualifying for the Free/Reduced Lunch Program. Our average daily attendance for the 2014-2015 school year was 144.

The primary change that has affected our school is the degradation of the coal industry, which is the primary source of income for the majority of our working families. The loss of income has forced many families to leave our area and look for work elsewhere. Therefore, school enrollment numbers seem to fluctuate with the job market.

Challenges faced by our school are numerous. Foremost, we need to develop our relationships with all stakeholders in order to enlist their help to make our school successful. Parents, community organizations, and community members must be invited to become an integral part of our school community, which will help us to reach our goals and will create opportunities to develop stronger parental involvement and support for our school.



## **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.**

Green Hills' mission is to provide a quality education to every child.

Our mission statement was developed collaboratively in 2001. We included a strategy in a previous CSIP to review the mission and to develop a vision. We feel that our mission statement is concise and encompasses the essence of what our school needs to perform for our students.

Our vision for Green Hills' students is: to realize your goals, reach your potential and make a positive difference in the world.

Our vision statement embodies the educational values and beliefs that we seek to instill in our students every day. We strive to help our students realize their potential and to become motivated, goal driven citizens that will become productive members of society.

## **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.**

In the last five years, we have enjoyed considerable academic success in the areas of elementary school science (2011, 2012, 2013, 2014, 2015), middle school science (2013; 7th Grade Specifically, 2014, 2015), elementary on-demand writing (2011) and middle school reading (2011, 2012, 2013, 2014), middle school on demand writing (2012) and elementary reading (2011).

In addition, we experienced considerable success on the 2013 Explore assessment. We were ranked 8th in the state with a classroom composite average of 17.6. In the Spring of 2014, we administered the KPREP Assessments, which gave us data that supports the efforts we have made to improve. Our 7th grade KPREP Science Scores were tied for first in the state. We decreased the number of school-wide individual novice scores from 111 to 42. We increased the number of school-wide individual Distinguished scores from 19 to 64.

An area of concern is the decrease in the numbers of proficient/distinguished students on the 2015 KPREP. We experienced an increased number of apprentice scores that affected both our overall accountability, and our student growth scores. We need to elevate the apprentice students back to proficiency.

The students in these academic areas scored above the state average for that particular content area, or exhibited exemplary achievement. Our primary area of concern remains our math scores, which have been consistently below district and state averages. While we have experienced incremental gains in the last four years, our achievement in this content area is still lacking. Additionally, our elementary school scores are an area of concern in all content areas, but our greatest need seem to be in reading and math.

Additionally, we hope to increase our parental involvement and to develop our school culture to be inclusive, rather than exclusive. Through outreach and educational activities, we hope to enlist the help of all school stakeholders to effectively develop a community-based learning environment for our students.

## **Additional Information**

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

We have a great core of concerned parents and community members who consistently provide support for our school, students and teachers. These individuals give their time, resources and support to our school on a moments notice and are always there to help.

We want to thank our parents and community for their support. However, we must strive to reach out to those parents and organizations that are not currently invested in our school. We must help them, to help us. Their involvement in our school and interest in their students' educational success is vital to our ability to reach our goals.

Our school culture has improved and now our students and stakeholders seem to be taking a greater interest in our academic success. We have implemented a rewards program as the basis for our school behavioral intervention approach which has significantly reduced the number of classroom disruptions and discipline related problems.

# **2015-2016 Green Hills Elementary School CSIP**

## **Overview**

### **Plan Name**

2015-2016 Green Hills Elementary School CSIP

### **Plan Description**

2015-2016 Green Hills Elementary School CSIP

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Studetns at Green Hills Elementary will be exposed to professionally developed dramatic performances	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300
2	Student Performance	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$3900
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1700
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$9003
6	All students will recieve instruction in the areas of Practicial Living and Career Studies.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
7	2015-2016 Gap Goal. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$72600
8	Goal 1: 2015 K-PREP Proficiency Goal All students at Green Hills Elementary School will achieve proficiency in reading and math.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$50000
9	Goal 1: 2015 Next Generation Professionals-Teacher Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	Goal 1: 2015 Next Generation Professionals-Principal Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
11	Goal 1: 2015 College and Career Readiness Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

12	2015-2016 Green Hills Elementary Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$70000
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## Goal 1: All Students at Green Hills Elementary will be exposed to professionally developed dramatic performances

### Measurable Objective 1:

demonstrate a proficiency in each grade level through classroom formative and summative assessment in advance of performances and after by 05/09/2016 as measured by the number of students who attend high-quality dramatic performances.

### Strategy 1:

Drama - Dramatic performances will be scheduled for our students. These performances will range from field trips, to in-school performances. For example, we plan to schedule/attend: Lexington Children's Theatre "Where the Red Fern Grow." "FoodPlay", we will attend the Lexington Children's Theatre performances of "John Henry" and "Puss in Boots". We will attend a dance recital, and a performance by a storyteller "Mark Twain.

Category: Integrated Methods for Learning

Activity - Drama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will schedule additional dramatic performances as our budget allows. We will write grant to help us fund more opportunities for our students.	Academic Support Program	08/05/2015	05/09/2016	\$300	General Fund	Principal

## Goal 2: Student Performance

### Measurable Objective 1:

collaborate to analyze the curriculum from grade to grade by 10/15/2015 as measured by analyzing our curriculum in meetings to ensure students are progressing from grade-to-grade with the knowledge needed to succeed and through measurable data from our STAR assessments.

### Strategy 1:

Aligning the Curriculum - Teachers from Kindergarten to 8th grade will work collaboratively to be aware of what is being taught in each grade, and to develop common threads throughout our curriculum.

Category: Integrated Methods for Learning

Activity - Curriculum Alignment Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continually collaborate to monitor school-wide curriculum integration with the purpose of maintaining grade-to-grade connectivity that is design to promote student achievement through common threads in each content area.	Academic Support Program	08/05/2015	05/10/2016	\$0	General Fund	Principal and Teachers



**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Activity - Content Area Common Threads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been equipped with grade appropriate materials that are aligned with the state standards and are designed to allow for continuity of instruction that from grade-to-grade. Specifically, we purchased Crosswalk Coach Books from Triumph Learning for Reading and Math for each grade with the intent of fostering commonality across our curriculum. These materials build upon each other with skills-based lessons that provide systematic building blocks that promote common instructional threads. These materials are used during assign times where all classes are simultaneously working on them.	Academic Support Program	08/05/2015	05/09/2016	\$3900	State Funds	Principal and Instructional Staff.

### **Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017**

**Measurable Objective 1:**

40% of Fifth, Sixth and Eighth grade students will demonstrate a proficiency on the ELA On Demand Writing KPREP Assessment in Writing by 05/09/2016 as measured by percentage of students who qualify for Free/Reduced Lunch that score proficient on the KPREP Assessment.

**Strategy 1:**

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-2015 KRPEP Assessments.

Category: Professional Learning & Support

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule a workshop on differentiated instruction	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Encourage all teaching staff to participate in the TELL survey and/or other data sources such as the VAL-ED surveys, school-based stakeholder surveys, or others to analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE and analyze results)	Parent Involvement	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
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**Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017**

**Measurable Objective 1:**

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined elementary reading and math proficiency ratings in the non-duplicated gap group from 38% to 44.5%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch.

**Strategy 1:**

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-15 KRPEP Assessments.

Category: Professional Learning & Support

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

**Strategy 2:**

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
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### Strategy 3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

In addition to the in-school ESS services, we now have capability to provide after-school ESS services that will be provided in the Spring of 2016. We have overcome the barriers that previously existed by providing transportation and after-school meals to our students. We provided the same program in the Spring of 2015, and had a daily attendance rate of approximately 50 students.

Category: Integrated Methods for Learning

Activity - In-school ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700	Other	ESS Teacher and Principal.

### Strategy 4:

School Readiness and Early Learning - All preschool students will be screened using the DIAL-R 3 or 4. All kindergarten students will be assessed using the BRIGANCE.

Category: Early Learning

Research Cited: This activity is recommended by KDE and provided by KDE's Career Technical Educators (CTE) Staff.

Activity - Preschool Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring)	Academic Support Program	08/05/2015	05/09/2016	\$0	IDEA	All District IDEA support staff, OT and Speech therapists, preschool teachers.

## Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined middle school reading and math proficiency ratings in the non-duplicated gap group from 42.7% to 52.6%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

### Strategy 1:

Progress Monitoring - All middle school students will be actively monitored through the STAR Reading and Math assessments to ensure that students who are in need of RTI instruction are identified and placed in the appropriate RTI group.

Category: Continuous Improvement

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading and Math Assesments will be administered in the Fall, Winter, and Spring testing windows to identify and place students in the appropriate RTI groups for intensified instruction design to elevate their proficiency.	Academic Support Program	09/01/2015	05/09/2016	\$0	No Funding Required	Principal will schedule the testing windows with teachers administering the assessments and RTI instruction.

### Strategy 2:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

## KDE Comprehensive School Improvement Plan

Green Hills Elementary School

### Strategy 3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

Category: Integrated Methods for Learning

Activity - In-school ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/10/2015	09/07/2015	\$1600	State Funds	ESS Teacher and Principal.

### Strategy 4:

Technology Based Learning - Use web-based programs to bolster our academic achievement.

Category: Integrated Methods for Learning

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize 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, Accelerated Reader, Accelerated Math).	Technology	08/05/2015	05/09/2016	\$2500	District Funding	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 will provide interventions and support for classroom teachers using computer software (i.e. My Reading Coach). We will provide an after-school ESS program in the Spring of 2016 that will address the needs of students who are struggling in reading and math. We will provide transportation, meals and academic support services.	Academic Support Program	01/11/2016	05/09/2016	\$4903	State Funds	ESS Teachers, Classroom Teachers

## Goal 6: All students will receive instruction in the areas of Practical Living and Career Studies.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in practical living and career studies standards. in Practical Living by 05/09/2016 as measured by formative and summative assessments.

**Strategy 1:**

Schedule - Principal and school staff will develop a schedule that will ensure all students receive instruction in practical living and career studies.

Category:

Activity - Schedule Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and school staff will develop a schedule to ensure all students receive instruction in the areas of practical living and career studies.	Policy and Process	08/04/2015	05/09/2016	\$0	No Funding Required	Principal

**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior collect resources to teach practical living and career studies standards in Practical Living by 05/09/2016 as measured by formative and summative assessments.

**Strategy 1:**

Resources - Teachers will collect resources to teach practical living and career studies standars.

Category:

Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect resources to teach practical living and career studies standards	Policy and Process	08/05/2015	05/09/2016	\$0	No Funding Required	Practical Living Teachers

**Goal 7: 2015-2016 Gap Goal. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017**

**Measurable Objective 1:**

demonstrate a proficiency by Spring of 2016, Green Hills Elementary will increase in the average combined reading and math proficiency ratings in the non-duplicated, gap group from 35.9% to 41.1% in the elementary, and from 39.8% to 50.3% he middle school by 05/10/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch .

**Strategy 1:**

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a substitute teacher part-time to fullfil this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences. In addition to our in-school ESS program, we have implemented an after-school ESS program to be offered in the Spring of 2016 that will provide meals, transportation, and instruction. In the Spring of 2015, we have an average of 50 kids per day in our after-school ESS program.

**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Category: Integrated Methods for Learning

Activity - In-School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-Schools ESS	Academic Support Program	08/06/2015	09/30/2015	\$1600	State Funds	Principal, teachers

**Strategy 2:**

After School ESS - We will conduct an after-school, ESS program in the Spring of 2016 that will be designed to increase the academic achievement of the students involved in math and reading. We will provide transportation, meals, and academic enrichment activities design to bolster the academic performance of our students through tutoring and practice.

Category: Integrated Methods for Learning

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring in the areas of math and reading for identified students.	Academic Support Program	03/15/2016	05/10/2016	\$5000	State Funds	Principal, Teachers

**Strategy 3:**

Gear-up Grant - GHES will be part of the Gear-up Initiative beginning in January of 2015. We will have an on-site Academic Specialist that will be able to work with grade 2-8 initially in the areas of math and ELA. The Academic Specialist will concentrate his efforts on the academic achievement of 7th and 8th grades.

Category: Integrated Methods for Learning

Activity - Gear-up Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist will work with grade 2-8 in Math and ELA. The Academic Specialist will follow the students in a cohort model and will provide tutoring and other academic support services to enhance student achievement.	Academic Support Program	08/06/2015	05/10/2016	\$66000	Grant Funds	Principal, Gear-Up AS, and District Staff

## **Goal 8: Goal 1: 2015 K-PREP Proficiency Goal All students at Green Hills Elementary School will achieve proficiency in reading and math.**

**Measurable Objective 1:**

demonstrate a proficiency by increasing/maintaining the averaged Combined Reading and Math-Percent Prof/Dist K-PREP scores for GHES es/ms from an averaged Combined ES/MS Actual Score of 40.35% to an averaged Combined ES/MS Dly Tgt of atleast 48.55% by 05/10/2016 as measured by 2015- 2016 K-PREP Proficiency rates .

**Strategy 1:**

RTI - We will identify at-risk students who are significantly behind their peers and provide RTI services to close that gap, or to identify those students who need referrals to special education.

Category: Continuous Improvement

Research Cited: Interventions are approved through RTI Coordinator at the district level.

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Screener will be used to determine baseline scores and to provide progress monitoring and interventions for identified students.	Academic Support Program	09/01/2015	05/10/2016	\$0	No Funding Required	Principal, Teachers, Tutors

**Strategy 2:**

GearUp Tutoring - GearUp Academic Specialist will work with students in grades 3-8 and will coordinate other tutoring efforts through the use of teachers to provide tutoring for targeted academic groups. Specifically, we have employed a retired teacher to work as the Gear-Up Tutor. She targets our students who scored at the apprentice level and are close to achieving proficiency.

Category: Integrated Methods for Learning

Activity - GearUp Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist will provide academic support for students in 7th and 8th grades to enhance their academic success.	Academic Support Program	08/06/2015	05/10/2016	\$50000	Grant Funds	Principal, Academic Specialist

**Goal 9: Goal 1: 2015 Next Generation Professionals- Teacher Goal**

**Measurable Objective 1:**

collaborate to increase the percentage of effective teachers by 05/10/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.

**Strategy 1:**

PGP - Each teacher will develop a Professional Growth Plan as part of the TPGES System that will allow them to analyze their own professional practice and to identify specific areas of improvement that can be addressed through targeted professional learning opportunities.

Category: Professional Learning & Support

Activity - Targeted Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Teachers will complete professional learning opportunities to address identified areas of improvement. Teachers can use online training programs such as PD 360 and KET to satisfy their training needs.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Teacher, Principal
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**Goal 10: Goal 1: 2015 Next Generation Professionals-Principal Goal****Measurable Objective 1:**

collaborate to Increase the percentage of effective principals from \_\_\_\_% in 2015 to \_\_\_\_% 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 and set in 2015.

**Strategy 1:**

Principal PPGES - The principal will develop a PGP as part of the PPGES system. In addition, the principal will also develop a Local Student Growth Goal, a State Student Growth Goal, and a Working Conditions Goal.

Category: Principal PGES

Activity - PPGES Workgroup	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will collaborate with other principals to develop the Local SGG, the State SGG, the Working Conditions Goal, and PGP.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Superintendent, Principal, District Staff

**Goal 11: Goal 1: 2015 College and Career Readiness Goal****Measurable Objective 1:**

demonstrate a proficiency to ensure that at least 65% of GHES students are proficient in reading and that 45% are proficient in math reflecting college/career readiness by 05/10/2016 as measured by the percentages of 8th grade students that are proficient/distinguished in math and reading on the 2016 KPREP assessment.

**Strategy 1:**

College and Career Advising - Assist students in becoming informed about career choices and requirements.

Category: Continuous Improvement

Research Cited: KDE Delivery Plans

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Participate in Operation Preparation in an effort to inform studnets about career interests.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$0	No Funding Required	Harlan County High School Guidance Counselors and Youth Service Center
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Activity - Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/05/2015	05/09/2016	\$0	No Funding Required	Harlan County High School CTE Teachers and Counselors

**Strategy 2:**

Course and Assessment Alignment - Improve Course and Assessment Alignment

Category: Continuous Improvement

Research Cited: Suggested by the Office of Career and Technical Education

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize a program committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/06/2014	05/06/2015	\$0	No Funding Required	Harlan County High School CTE Teachers, Principals and Guidance Counselors

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/06/2014	05/06/2015	\$0	No Funding Required	Harlan County High School CTE Curriculum Consultants and CTE Teachers

**Goal 12: 2015-2016 Green Hills Elementary Novice Reduction Goal**

**Measurable Objective 1:**

A total of 15 Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by increasing the number of students who score above novice on the 2015 KPREP assessment in Mathematics by 05/10/2016 as measured by the number of novice scores in mathematics for grades 3-8 on the 2016 KPREP mathematics assessment.

**Strategy 1:**

GearUp Academic Specialist - The Academic Specialist will work with 7th and 8th grade students to increase the number of proficient students in mathematics.

Specifically focusing on math, the academic specialist will collaborate with the classroom teacher, and offer ancillary services design to promote achievement, thereby decreasing the numbers of novice scores.

Category: Persistence to Graduation

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academic Specialist will tutor students in mathematics, both in collaboration with the classroom teacher, and through pull-out activities design to promote achievement. Students will receive a mix of technologically-based tutoring, and individualized help by the academic specialist.	Tutoring	08/04/2015	05/09/2016	\$60000	Race to the Top	GearUp Academic Specialist, Principal

Activity - GearUp Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will employ a tutor who will work with students to specifically address those who are underperforming. The tutor, a retired teacher, will conduct small group activities specifically designed to elevate novice scores, and to increase the number of proficient students in mathematics. This tutor is funded through the GearUp grant and will address a wider audience than the Academic Specialist. The tutor will work 1/2 days per week, up to 3 days per week, until the funds are exhausted.	Academic Support Program, Tutoring	09/01/2015	05/09/2016	\$10000	Grant Funds	Principal, GearUp Academic Specialist, Tutor, Classroom Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GearUp Tutoring	We will employ a tutor who will work with students to specifically address those who are underperforming. The tutor, a retired teacher, will conduct small group activities specifically designed to elevate novice scores, and to increase the number of proficient students in mathematics. This tutor is funded through the GearUp grant and will address a wider audience than the Academic Specialist. The tutor will work 1/2 days per week, up to 3 days per week, until the funds are exhausted.	Academic Support Program, Tutoring	09/01/2015	05/09/2016	\$10000	Principal, GearUp Academic Specialist, Tutor, Classroom Teachers
GearUp Academic Specialist	Academic Specialist will provide academic support for students in 7th and 8th grades to enhance their academic success.	Academic Support Program	08/06/2015	05/10/2016	\$50000	Principal, Academic Specialist
Gear-up Academic Specialist	Academic Specialist will work with grade 2-8 in Math and ELA. The Academic Specialist will follow the students in a cohort model and will provide tutoring and other academic support services to enhance student achievement.	Academic Support Program	08/06/2015	05/10/2016	\$66000	Principal, Gear-Up AS, and District Staff
<b>Total</b>					<b>\$126000</b>	

### IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool Screening	All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring))	Academic Support Program	08/05/2015	05/09/2016	\$0	All District IDEA support staff, OT and Speech therapists, preschool teachers.
<b>Total</b>					<b>\$0</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Tutoring	The academic Specialist will tutor students in mathematics, both in collaboration with the classroom teacher, and through pull-out activities design to promote achievement. Students will receive a mix of technologically-based tutoring, and individualized help by the academic specialist.	Tutoring	08/04/2015	05/09/2016	\$60000	GearUp Academic Specialist, Principal
<b>Total</b>					<b>\$60000</b>	

### 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, Accelerated Reader, Accelerated Math).	Technology	08/05/2015	05/09/2016	\$2500	Teachers
<b>Total</b>					<b>\$2500</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In-school ESS	Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700	ESS Teacher and Principal.
<b>Total</b>					<b>\$1700</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In-School ESS	In-Schools ESS	Academic Support Program	08/06/2015	09/30/2015	\$1600	Principal, teachers

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Content Area Common Threads	Teachers have been equipped with grade appropriate materials that are aligned with the state standards and are designed to allow for continuity of instruction that from grade-to-grade. Specifically, we purchased Crosswalk Coach Books from Triumph Learning for Reading and Math for each grade with the intent of fostering commonality across our curriculum. These materials build upon each other with skills-based lessons that provide systematic building blocks that promote common instructional threads. These materials are used during assign times where all classes are simultaneously working on them.	Academic Support Program	08/05/2015	05/09/2016	\$3900	Principal and Instructional Staff.
In-school ESS	Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/10/2015	09/07/2015	\$1600	ESS Teacher and Principal.
After School Extended School Services	After school tutoring in the areas of math and reading for identified students.	Academic Support Program	03/15/2016	05/10/2016	\$5000	Principal, Teachers
Extended School Services	Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS Staff will provide interventions and support for classroom teachers using computer software (i.e. My Reading Coach). We will provide an after-school ESS program in the Spring of 2016 that will address the needs of students who are struggling in reading and math. We will provide transportation, meals and academic support services.	Academic Support Program	01/11/2016	05/09/2016	\$4903	ESS Teachers, Classroom Teachers
<b>Total</b>					<b>\$17003</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Standards	Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/06/2014	05/06/2015	\$0	Harlan County High School CTE Curriculum Consultants and CTE Teachers
STAR Assessments	STAR Screener will be used to determine baseline scores and to provide progress monitoring and interventions for identified students.	Academic Support Program	09/01/2015	05/10/2016	\$0	Principal, Teachers, Tutors

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Parental Involvement	Encourage all teaching staff to participate in the TELL survey and/or other data sources such as the VAL-ED surveys, school-based stakeholder surveys, or others to analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE and analyze results)	Parent Involvement	08/05/2015	05/10/2016	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
CTE Advisory Committee	Organize a program committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/06/2014	05/06/2015	\$0	Harlan County High School CTE Teachers, Principals and Guidance Counselors
Parental Involvement	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Resources	Collect resources to teach practical living and career studies standards	Policy and Process	08/05/2015	05/09/2016	\$0	Practical Living Teachers
Differentiated Instruction PD	Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.
Operation Preparation	Participate in Operation Preparation in an effort to inform studnets about career interests.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$0	Harlan County High School Guidance Counselors and Youth Service Center

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Parental Involvement	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Differentiated Instruction PD	Schedule a workshop on differentiated instruction	Professional Learning	08/05/2015	05/10/2016	\$0	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.
Industry Certification	Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/05/2015	05/09/2016	\$0	Harlan County High School CTE Teachers and Counselors
STAR Reading and Math	The STAR Reading and Math Assessments will be administered in the Fall, Winter, and Spring testing windows to identify and place students in the appropriate RTI groups for intensified instruction design to elevate their proficiency.	Academic Support Program	09/01/2015	05/09/2016	\$0	Principal will schedule the testing windows with teachers administering the assessments and RTI instruction.
Targeted Professional Learning	Teachers will complete professional learning opportunities to address identified areas of improvement. Teachers can use online training programs such as PD 360 and KET to satisfy their training needs.	Professional Learning	08/05/2015	05/10/2016	\$0	Teacher, Principal
PPGES Workgroup	The principal will collaborate with other principals to develop the Local SGG, the State SGG, the Working Conditions Goal, and PGP.	Professional Learning	08/05/2015	05/10/2016	\$0	Superintendent, Principal, District Staff
Schedule Development	Principal and school staff will develop a schedule to ensure all students receive instruction in the areas of practical living and career studies.	Policy and Process	08/04/2015	05/09/2016	\$0	Principal
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Curriculum Alignment Meeting	Teachers will continually collaborate to monitor school-wide curriculum integration with the purpose of maintaining grade-to-grade connectivity that is design to promote student achievement through common threads in each content area.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal and Teachers
Drama	We will schedules additional dramatic performances as our budget allows. We will write grant to help us fund more opportunities for our students.	Academic Support Program	08/05/2015	05/09/2016	\$300	Principal
<b>Total</b>					\$300	

# **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?**

We are using the data from our KPREP Assessments, STAR Assessments, MAP Data, and other sources to formulate questions about our academic performance. Specifically, we want to know why our math scores seem to lag behind our other content areas, even though many of our students seem to have ability. Why is there such a discrepancy? Additionally, why are our on-demand writing scores so low?

The data that we have indicates that we have a problem with our primary, and elementary school math achievement. Why is this? We know that basic skills are lacking as students enter the middle school, but why? Our on-demand writing scores are not very good. In fact, we did not have anyone score above Apprentice in 8th grade. What is the reason?

In both instances, the data does not reveal why we have these issues.

## **Areas of Strengths**

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

The areas of strength that our data revealed is the effectiveness of our science and social studies teachers and the achievement of the students in those content areas. We have implemented additional programs and resources designed to enhance already strong programs. For example, we have purchased access to PBL.org that give our teachers access to a myriad of Project-Based Learning resources that are content specific, but allow for cross-curricular implementation of scenarios that require our students to utilize the skills the learn within the classroom to solve real-world problems. We have also purchased TI Nspire calculators and several different probes to be used in our science classes . Reasons to celebrate include the number of Proficient/Distinguished students in our tested grades. In fact, about 85% of our students in our tested science and social studies classrooms scored at the Proficient/Distinguished level.

## **Opportunities for Improvement**

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

Our math and on-demand teachers are working hard to develop strategies for improvement. We have purchased technology-based programs such as PBLProject.org, and also have implemented a concerted tutoring program to effect change in our math scores. In fact, we employ a retired teacher as a tutor, we have a GearUp Academic Specialist whose focus is math, and we have an AmeriCorps Worker whose focus is 3/4 grade math.

## **Conclusion**

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

We have been monitoring our students that have been receiving extra help. We will continue to monitor using STAR, MAP, and other assessments. We are working to identify students who need further interventions, while moving those who have shown improvement on to the next performance level. In order to effectively address our overall needs, we must continue to develop our programs, and seek to continually motivate our students to achieve.

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

**Measurable Objective 1:**

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined elementary reading and math proficiency ratings in the non-duplicated gap group from 38% to 44.5%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch.

**Strategy1:**

School Readiness and Early Learning - All preschool students will be screened using the DIAL-R 3 or 4. All kindergarten students will be assessed using the BRIGANCE.

Category: Early Learning

Research Cited: This activity is recommended by KDE and provided by KDE's Career Technical Educators (CTE) Staff.

Activity - Preschool Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring)	Academic Support Program	08/05/2015	05/09/2016	\$0 - IDEA	All District IDEA support staff, OT and Speech therapists, preschool teachers.

**Strategy2:**

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part- time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

In addition to the in-school ESS services, we now have capability to provide after-school ESS services that will be provided in the Spring of 2016. We have overcome the barriers that previously existed by providing transportation and after-school meals to our students. We provided the same program in the Spring of 2015, and had a daily attendance rate of approximately 50 students.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700 - Other	ESS Teacher and Principal.

### Strategy3:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

### Strategy4:

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-15 KRPEP Assessments.

Category: Professional Learning & Support

Research Cited:

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

### Goal 2:

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

### Measurable Objective 1:

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined middle school reading and math proficiency ratings in the non-duplicated gap group from 42.7% to 52.6%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

## Strategy1:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/10/2015	09/07/2015	\$1600 - State Funds	ESS Teacher and Principal.

## Strategy2:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

## Strategy3:

Technology Based Learning - Use web-based programs to bolster our academic achievement.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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 will provide interventions and support for classroom teachers using computer software (i.e. My Reading Coach). We will provide an after-school ESS program in the Spring of 2016 that will address the needs of students who are struggling in reading and math. We will provide transportation, meals and academic support services.	Academic Support Program	01/11/2016	05/09/2016	\$4903 - State Funds	ESS Teachers, Classroom Teachers

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize 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, Accelerated Reader, Accelerated Math).	Technology	08/05/2015	05/09/2016	\$2500 - District Funding	Teachers

## Strategy4:

Progress Monitoring - All middle school students will be actively monitored through the STAR Reading and Math assessments to ensure that students who are in need of RTI instruction are identified and placed in the appropriate RTI group.

Category: Continuous Improvement

Research Cited:

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading and Math Assessments will be administered in the Fall, Winter, and Spring testing windows to identify and place students in the appropriate RTI groups for intensified instruction design to elevate their proficiency.	Academic Support Program	09/01/2015	05/09/2016	\$0 - No Funding Required	Principal will schedule the testing windows with teachers administering the assessments and RTI instruction.

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

## Goal 1:

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

## Measurable Objective 1:

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined elementary reading and math proficiency ratings in the non-duplicated gap group from 38% to 44.5%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

## Strategy1:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

## Strategy2:

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-15 KRPEP Assessments.

Category: Professional Learning & Support

Research Cited:

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

## Strategy3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

In addition to the in-school ESS services, we now have capability to provide after-school ESS services that will be provided in the Spring of 2016. We have overcome the barriers that previously existed by providing transportation and after-school meals to our students. We provided the same program in the Spring of 2015, and had a daily attendance rate of approximately 50 students.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700 - Other	ESS Teacher and Principal.

## Strategy4:

School Readiness and Early Learning - All preschool students will be screened using the DIAL-R 3 or 4. All kindergarten students will be assessed using the BRIGANCE.

Category: Early Learning

Research Cited: This activity is recommended by KDE and provided by KDE's Career Technical Educators (CTE) Staff.

Activity - Preschool Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring)	Academic Support Program	08/05/2015	05/09/2016	\$0 - IDEA	All District IDEA support staff, OT and Speech therapists, preschool teachers.

## Goal 2:

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

### Measurable Objective 1:

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined middle school reading and math proficiency ratings in the non-duplicated gap group from 42.7% to 52.6%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

### Strategy1:

Progress Monitoring - All middle school students will be actively monitored through the STAR Reading and Math assessments to ensure that students who are in need of RTI instruction are identified and placed in the appropriate RTI group.

Category: Continuous Improvement

Research Cited:

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading and Math Assessments will be administered in the Fall, Winter, and Spring testing windows to identify and place students in the appropriate RTI groups for intensified instruction design to elevate their proficiency.	Academic Support Program	09/01/2015	05/09/2016	\$0 - No Funding Required	Principal will schedule the testing windows with teachers administering the assessments and RTI instruction.

### Strategy2:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Technology Based Learning - Use web-based programs to bolster our academic achievement.

Category: Integrated Methods for Learning

Research Cited:

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize 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, Accelerated Reader, Accelerated Math).	Technology	08/05/2015	05/09/2016	\$2500 - District Funding	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 will provide interventions and support for classroom teachers using computer software (i.e. My Reading Coach). We will provide an after-school ESS program in the Spring of 2016 that will address the needs of students who are struggling in reading and math. We will provide transportation, meals and academic support services.	Academic Support Program	01/11/2016	05/09/2016	\$4903 - State Funds	ESS Teachers, Classroom Teachers

### Strategy3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/10/2015	09/07/2015	\$1600 - State Funds	ESS Teacher and Principal.

### Strategy4:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:



**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

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

**Goal 1:**  
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

**Measurable Objective 1:**  
 demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined elementary reading and math proficiency ratings in the non-duplicated gap group from 38% to 44.5%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch.

**Strategy1:**  
 Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

**Strategy2:**  
 School Readiness and Early Learning - All preschool students will be screened using the DIAL-R 3 or 4. All kindergarten students will assessed using the BRIGANCE.

Category: Early Learning

Research Cited: This activity is recommended by KDE and provided by KDE's Career Technical Educators (CTE) Staff.

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Activity - Preschool Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring))	Academic Support Program	08/05/2015	05/09/2016	\$0 - IDEA	All District IDEA support staff, OT and Speech therapists, preschool teachers.

### Strategy3:

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-15 KRPEP Assessments.

Category: Professional Learning & Support

Research Cited:

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

### Strategy4:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

In addition to the in-school ESS services, we now have capability to provide after-school ESS services that will be provided in the Spring of 2016. We have overcome the barriers that previously existed by providing transportation and after-school meals to our students. We provided the same program in the Spring of 2015, and had a daily attendance rate of approximately 50 students.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700 - Other	ESS Teacher and Principal.

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

### Goal 1:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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

## Measurable Objective 1:

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined elementary reading and math proficiency ratings in the non-duplicated gap group from 38% to 44.5%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch.

## Strategy1:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

## Strategy2:

School Readiness and Early Learning - All preschool students will be screened using the DIAL-R 3 or 4. All kindergarten students will assessed using the BRIGANCE.

Category: Early Learning

Research Cited: This activity is recommended by KDE and provided by KDE's Career Technical Educators (CTE) Staff.

Activity - Preschool Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool students will be screened using the DIAL-R 3 or 4, at least once a year (two screening sessions will occur at Green Hills Elementary (Fall and Spring)	Academic Support Program	08/05/2015	05/09/2016	\$0 - IDEA	All District IDEA support staff, OT and Speech therapists, preschool teachers.

## Strategy3:

Professional Development-Achievement Gaps - Staff professional development will be scheduled that addresses the Best Practices associated with Differentiated Instruction that can directly impact the achievement gaps indicated in the 2014-15 KRPEP Assessments.

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule workshops on differentiated instruction and/or teachers will seek individual professional learning opportunities through PD 360, EDS, KET, or other online resource.	Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal will schedule web-based professional development workshop utilizing PD-360 or similar enterprise.

## Strategy4:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

In addition to the in-school ESS services, we now have capability to provide after-school ESS services that will be provided in the Spring of 2016. We have overcome the barriers that previously existed by providing transportation and after-school meals to our students. We provided the same program in the Spring of 2015, and had a daily attendance rate of approximately 50 students.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/05/2015	09/07/2015	\$1700 - Other	ESS Teacher and Principal.

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

## Goal 1:

2015-2016 Gap Goal. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by Spring of 2016, Green Hills Elementary will increase in the average combined reading and math proficiency ratings in the non-duplicated, gap group from 35.9% to 41.1% in the elementary, and from 39.8% to 50.3% in the middle school by 05/10/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

## Strategy1:

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Gear-up Grant - GHES will be part of the Gear-up Initiative beginning in January of 2015. We will have an on-site Academic Specialist that will be able to work with grade 2-8 initially in the areas of math and ELA. The Academic Specialist will concentrate his efforts on the academic achievement of 7th and 8th grades.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gear-up Academic Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist will work with grade 2-8 in Math and ELA. The Academic Specialist will follow the students in a cohort model and will provide tutoring and other academic support services to enhance student achievement.	Academic Support Program	08/06/2015	05/10/2016	\$66000 - Grant Funds	Principal, Gear-Up AS, and District Staff

## Strategy2:

After School ESS - We will conduct an after-school, ESS program in the Spring of 2016 that will be designed to increase the academic achievement of the students involved in math and reading. We will provide transportation, meals, and academic enrichment activities design to bolster the academic performance of our students through tutoring and practice.

Category: Integrated Methods for Learning

Research Cited:

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in the areas of math and reading for identified students.	Academic Support Program	03/15/2016	05/10/2016	\$5000 - State Funds	Principal, Teachers

## Strategy3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a substitute teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences. In addition to our in-school ESS program, we have implemented an after-school ESS program to be offered in the Spring of 2016 that will provide meals, transportation, and instruction. In the Spring of 2015, we have an average of 50 kids per day in our after-school ESS program.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Schools ESS	Academic Support Program	08/06/2015	09/30/2015	\$1600 - State Funds	Principal, teachers

## Goal 2:

2015-2016 Green Hills Elementary Novice Reduction Goal

**Measurable Objective 1:**

A total of 15 Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by increasing the number of students who score above novice on the 2015 KPREP assessment in Mathematics by 05/10/2016 as measured by the number of novice scores in mathematics for grades 3-8 on the 2016 KPREP mathematics assessment.

**Strategy1:**

GearUp Academic Specialist - The Academic Specialist will work with 7th and 8th grade students to increase the number of proficient students in mathematics. Specifically focusing on math, the academic specialist will collaborate with the classroom teacher, and offer ancillary services design to promote achievement, thereby decreasing the numbers of novice scores.

Category: Persistence to Graduation

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The academic Specialist will tutor students in mathematics, both in collaboration with the classroom teacher, and through pull-out activities design to promote achievement. Students will receive a mix of technologically-based tutoring, and individualized help by the academic specialist.	Tutoring	08/04/2015	05/09/2016	\$60000 - Race to the Top	GearUp Academic Specialist, Principal

Activity - GearUp Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will employ a tutor who will work with students to specifically address those who are underperforming. The tutor, a retired teacher, will conduct small group activities specifically designed to elevate novice scores, and to increase the number of proficient students in mathematics. This tutor is funded through the GearUp grant and will address a wider audience than the Academic Specialist. The tutor will work 1/2 days per week, up to 3 days per week, until the funds are exhausted.	Tutoring Academic Support Program	09/01/2015	05/09/2016	\$10000 - Grant Funds	Principal, GearUp Academic Specialist, Tutor, Classroom Teachers

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency By Spring of 2016, Green Hills Elementary will increase the average combined middle school reading and math

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

proficiency ratings in the non-duplicated gap group from 42.7% to 52.6%, by 05/09/2016 as measured by the number of students who score proficient/distinguished on the KPREP assessment and qualify for free and reduced lunch.

## Strategy1:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-school ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school ESS services designed to enhance their reading and math scores. At-risk students will be identified and will receive services provided by a dedicated teacher who will provide supplemental instruction to primary, elementary and middle school students.	Academic Support Program	08/10/2015	09/07/2015	\$1600 - State Funds	ESS Teacher and Principal.

## Strategy2:

Technology Based Learning - Use web-based programs to bolster our academic achievement.

Category: Integrated Methods for Learning

Research Cited:

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize 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, Accelerated Reader, Accelerated Math).	Technology	08/05/2015	05/09/2016	\$2500 - District Funding	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 will provide interventions and support for classroom teachers using computer software (i.e. My Reading Coach). We will provide an after-school ESS program in the Spring of 2016 that will address the needs of students who are struggling in reading and math. We will provide transportation, meals and academic support services.	Academic Support Program	01/11/2016	05/09/2016	\$4903 - State Funds	ESS Teachers, Classroom Teachers

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

## Strategy3:

Parental Involvement - Parental involvement issues will be addressed after the collection of data that is indicated on the TELL surveys and the GHES family surveys.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level and develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE) analyze results	Parent Involvement	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

## Strategy4:

Progress Monitoring - All middle school students will be actively monitored through the STAR Reading and Math assessments to ensure that students who are in need of RTI instruction are identified and placed in the appropriate RTI group.

Category: Continuous Improvement

Research Cited:

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading and Math Assesments will be administered in the Fall, Winter, and Spring testing windows to identify and place students in the appropriate RTI groups for intensified instruction design to elevate their proficiency.	Academic Support Program	09/01/2015	05/09/2016	\$0 - No Funding Required	Principal will schedule the testing windows with teachers administering the assessments and RTI instruction.

## Goal 2:

2015-2016 Gap Goal. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by Spring of 2016, Green Hills Elementary will increase in the average combined reading and math proficiency ratings in the non-duplicated, gap group from 35.9% to 41.1% in the elementary, and from 39.8% to 50.3% he middle school by 05/10/2016 as measured by the number of students who score proficient/distinguished on th KPREP assessment and qualify for free and reduced lunch .

## Strategy1:

Gear-up Grant - GHES will be part of the Gear-up Initiative beginning in January of 2015. We will have an on-site Academic Specialist that will be able to work with grade 2-8 initially in the areas of math and ELA. The Academic Specialist will concentrate his efforts on the academic achievement of 7th and 8th grades.

Category: Integrated Methods for Learning



# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

Research Cited:

Activity - Gear-up Academic Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist will work with grade 2-8 in Math and ELA. The Academic Specialist will follow the students in a cohort model and will provide tutoring and other academic support services to enhance student achievement.	Academic Support Program	08/06/2015	05/10/2016	\$66000 - Grant Funds	Principal, Gear-Up AS, and District Staff

## Strategy2:

After School ESS - We will conduct an after-school, ESS program in the Spring of 2016 that will be designed to increase the academic achievement of the students involved in math and reading. We will provide transportation, meals, and academic enrichment activities design to bolster the academic performance of our students through tutoring and practice.

Category: Integrated Methods for Learning

Research Cited:

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in the areas of math and reading for identified students.	Academic Support Program	03/15/2016	05/10/2016	\$5000 - State Funds	Principal, Teachers

## Strategy3:

In-School Extended School Services - Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a substitute teacher part-time to fulfill this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences. In addition to our in-school ESS program, we have implemented an after-school ESS program to be offered in the Spring of 2016 that will provide meals, transportation, and instruction. In the Spring of 2015, we have an average of 50 kids per day in our after-school ESS program.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Schools ESS	Academic Support Program	08/06/2015	09/30/2015	\$1600 - State Funds	Principal, teachers

## Goal 3:

2015-2016 Green Hills Elementary Novice Reduction Goal

### Measurable Objective 1:

A total of 15 Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by increasing the number of

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

students who score above novice on the 2015 KPREP assessment in Mathematics by 05/10/2016 as measured by the number of novice scores in mathematics for grades 3-8 on the 2016 KPREP mathematics assessment.

## Strategy1:

GearUp Academic Specialist - The Academic Specialist will work with 7th and 8th grade students to increase the number of proficient students in mathematics. Specifically focusing on math, the academic specialist will collaborate with the classroom teacher, and offer ancillary services design to promote achievement, thereby decreasing the numbers of novice scores.

Category: Persistence to Graduation

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The academic Specialist will tutor students in mathematics, both in collaboration with the classroom teacher, and through pull-out activities design to promote achievement. Students will receive a mix of technologically-based tutoring, and individualized help by the academic specialist.	Tutoring	08/04/2015	05/09/2016	\$60000 - Race to the Top	GearUp Academic Specialist, Principal

Activity - GearUp Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will employ a tutor who will work with students to specifically address those who are underperforming. The tutor, a retired teacher, will conduct small group activities specifically designed to elevate novice scores, and to increase the number of proficient students in mathematics. This tutor is funded through the GearUp grant and will address a wider audience than the Academic Specialist. The tutor will work 1/2 days per week, up to 3 days per week, until the funds are exhausted.	Academic Support Program Tutoring	09/01/2015	05/09/2016	\$10000 - Grant Funds	Principal, GearUp Academic Specialist, Tutor, Classroom Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

All Students at Green Hills Elementary will be exposed to professionally developed dramatic performances

**Measurable Objective 1:**

demonstrate a proficiency in each grade level through classroom formative and summative assessment in advance of performances and after by 05/09/2016 as measured by the number of students who attend high-quality dramatic performances.

**Strategy1:**

Drama - Dramatic performances will be scheduled for our students. These performances will range from field trips, to in-school performances. For example, we plan to schedule/attend: Lexington Children's Theatre "Where the Red Fern Grow." "FoodPlay", we will attend the Lexington Children's Theatre performances of "John Henry" and "Puss in Boots". We will attend a dance recital, and a performance by a storyteller "Mark Twain.

Category: Integrated Methods for Learning

Research Cited:

Activity - Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will schedule additional dramatic performances as our budget allows. We will write grant to help us fund more opportunities for our students.	Academic Support Program	08/05/2015	05/09/2016	\$300 - General Fund	Principal

**Goal 2:**

All students will receive instruction in the areas of Practical Living and Career Studies.

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior collect resources to teach practical living and career studies standards in Practical Living by 05/09/2016 as measured by formative and summative assessments.

**Strategy1:**

Resources - Teachers will collect resources to teach practical living and career studies standards.

Category:

Research Cited: null

Activity - Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect resources to teach practical living and career studies standards	Policy and Process	08/05/2015	05/09/2016	\$0 - No Funding Required	Practical Living Teachers

**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in practical living and career studies standards. in Practical Living by 05/09/2016 as measured by formative and summative assessments.

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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## Strategy1:

Schedule - Principal and school staff will develop a schedule that will ensure all students receive instruction in practical living and career studies.

Category:

Research Cited: null

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and school staff will develop a schedule to ensure all students receive instruction in the areas of practical living and career studies.	Policy and Process	08/04/2015	05/09/2016	\$0 - No Funding Required	Principal

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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

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

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

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

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

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

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

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



**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

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

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

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

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

# **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?**

Nancy Cantrell, Teacher

Jessica Caldwell, Teacher

Lisa Ashley, Counselor

Janet Howard, Special Education Teacher

Donna Caldwell, Parent

Angie Howard, Parent

Tina Farley, Parent

Pam Napier, Parent

## Relationship Building

Overall Rating: 3.29

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

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

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

## Communications

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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



# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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

## Decision Making

Overall Rating: 3.0

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Green Hills Elementary School

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

## Advocacy

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

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

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

## Learning Opportunities

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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 council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

## Community Partnerships

Overall Rating: 3.67

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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 and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

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

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

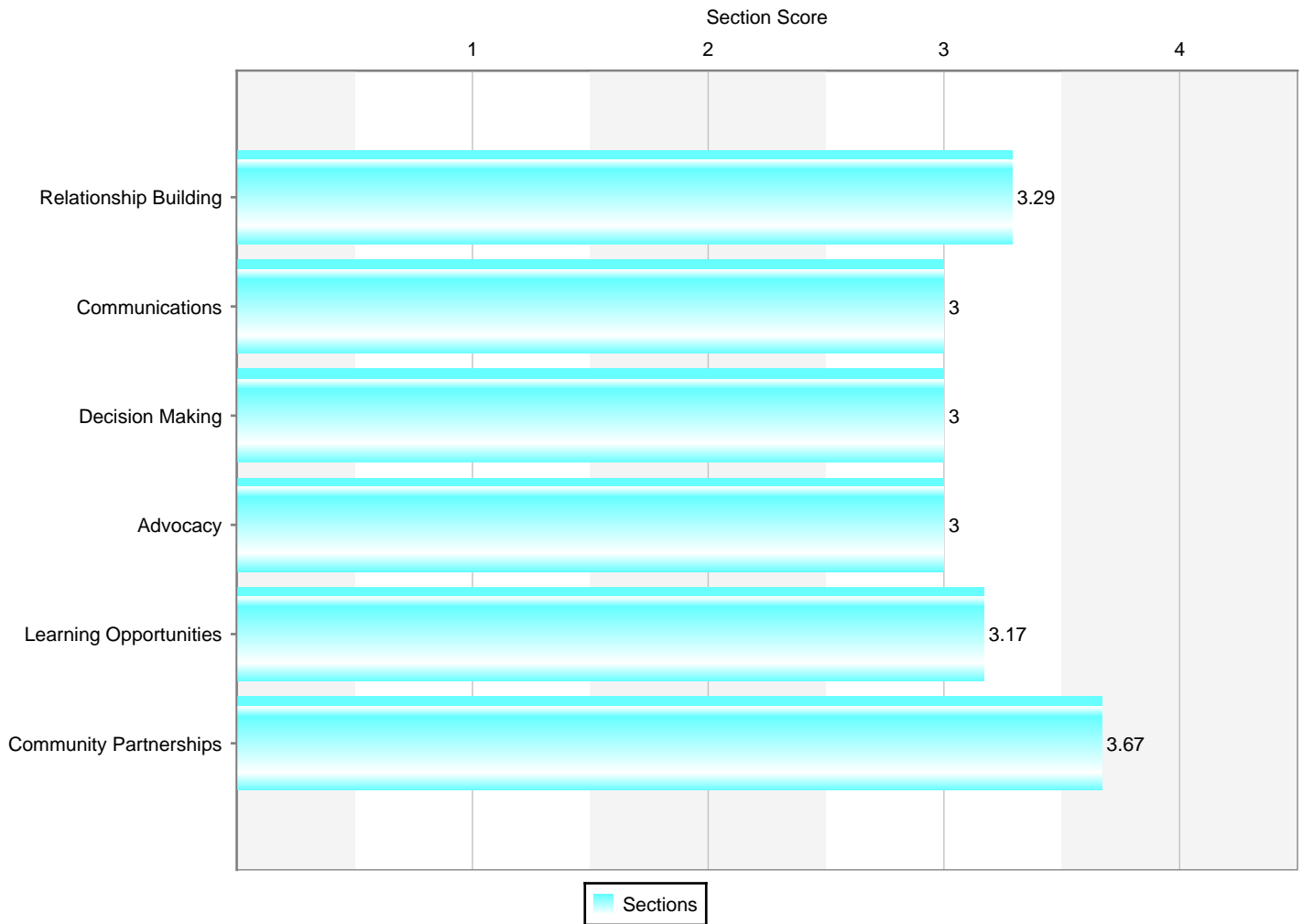
## **Reflection**

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

The area of strength that is most evident at GHES is the involvement of the parents who are consistently in our school. We have a core group of parents that provide invaluable services to our students, staff, and school as a whole. They serve as tutors, teacher helpers, sponsors, and volunteer to help in any possible way. Their volunteerism, and passion highlights our most obvious area for improvement. We need more diversity in our parental involvement. We need more parents to be actively involved in our school, and not reactively involved when necessity dictates. We are constantly communicating with parents in an effort to increase parental involvement. We send newsletters home, use school-made written communication, and use our school messenger system to effectively communicate with our parents. Specifically we have purchased, and send home the School Home Connection newsletter and the Math and Science Home Connection newsletter. We have plans to increase the frequency of community-based educational opportunities, and to implement some service learning opportunities that are designed to give parents and students the opportunity to interact positively with our school.

## Report Summary

### Scores By Section





# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Green Hills Elementary School stakeholder involvement in the CSIP was initiated through the use of the diagnostic surveys, and supplemented through SBDM meetings where the CSIP was on the agenda for discussion. We held public meetings at which any concerned stakeholder could present ideas, or concerns. In addition, we sent home school-made surveys to gather information about the perceptions of our stakeholders. To further underscore the importance of stakeholder involvement, we purchase newsletters to enhance our communication. Home/School Connection and Math/Science connections are sent home monthly. We use these tools to develop our relationships, that ultimately garner effective stakeholder involvement in other areas, to include CSIP development.

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

The stakeholder participation in our CSIP was minimal, outside of the surveys that we conducted. While we did receive valuable feedback through our range of surveys, while actual physical representation at meetings was minimal. Of those present at our meetings, they were mostly our SBDM parent representatives. However, our parent representatives on our SBDM Council are concerned, and played a vital role in the development of our CSIP. Their roles were that of equal partners, and their ideas were integrated into our plan.

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

The final improvement plan was communicated to our stakeholders by posting it on our website, which is open to the public at all times. In addition, written copies are available upon request. The CSIP was also publically communicated at our regularly scheduled SBDM Council Meetings. Any changes, or additions to our CSIP are communicated during our regularly scheduled meetings, and are posted to our website, which is always available to the public.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	8-10-15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	8-10-15	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	8-10-15	

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	8-3-15	

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

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

**KDE Comprehensive School Improvement Plan**

Green Hills Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	8-10-15	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	12-21-15	

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

# **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	Our staff has met to analyze our PGP's and to identify professional learning need of our teacher and to identify professional education opportunities that are available to enhance their skills as educators. Most of the barriers we face are related to the economic downturn our area has suffered due to the loss of mining jobs and the unavailability of alternatives, which make it difficult for many to afford further education.	

**What are the barriers identified?**

Most of the barriers we face are related to the economic downturn our area has suffered due to the loss of mining jobs and the unavailability of alternatives, which make it difficult for many to afford further education.

**What sources of data were used to determine the barriers?**

Staff and stakeholder surveys, along with administration/staff meeting to include individual meeting to develop professional learning needs.

**What are the root causes of those identified barriers?**

Our economy is the root cause of many of our issues. The lack of jobs has created a situation where our enrollment has declined, which has led to staff reductions, and therefore limits the availability of courses, and choice in many cases. In addition, Our teachers must drive considerable distances to attend college classes, and with many families struggling, they cannot afford to pursue educational opportunities that may be considered an enhancement, but not absolutely necessary.

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

It says that our teachers are highly qualified and seek to better themselves through available professional learning opportunities that are readily available from the district or other inexpensive sources.

## 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.**

While we are sensitive to the needs of low income and minority students, our school is minimally staffed, with only one teacher per grade, or content area. Therefore, we are limited in that we have few options when assigning classes. Approximately 86% of our student body qualifies for free/reduced priced lunches. Although we are limited, all of our teachers are highly qualified, so every student in our school receives instruction from teachers who are experts in their field.

**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?**

With the minimum number of teachers, and 86% free/reduced students, class assignments are not based on any criteria. We simply assign our students to the available highly qualified teacher that is on staff.

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

Our SBDM council meets to analyze data, and to post available positions in a manner that keep the needs of our school at the forefront. In addition we use the KEPS system to recruit and fill vacancies.

**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?**

Although we do not currently have Limited English Proficiency students enrolled, we are sensitive to the needs of such children when we are recruiting teachers. In fact, we target teachers who are comfortable working with students who may have special learning needs since many of our students have needs that are above the academic realm.

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

In order to retain effective teachers, we focus on creating a work environment that is pleasant, and inviting. We have a close-knit school where a family-type atmosphere leads to loyalty and teacher retention. Additionally, there are grant opportunities available through The Appalachian Renaissance Initiative, and other Race to the Top Programs that provide technological support and academic programs that make their classroom instruction more effective.

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

Green Hills Elementary School participate in the KTIP program where we work to provide on-going support to first-year teachers. We use the Intern Management System to enter data and we meet as a team to work with the new teacher. In addition, the principal assigns a peer mentor to every new teacher that help acclimate them to rigors of the teaching profession.

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

If a teacher fail to meet the accomplished level of performance, then that teacher meets with the principal to develop an individualized plan for improvement. Specific needs are identified, and specific professional learning/supports are identified to elevate the teacher's performance rating. If the teacher continues to perform below expected levels, then a Corrective Action plan is then implemented in a formalized attempt to garner the expected improvement.

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

Our district-wide results indicate the same as our school-level results; teachers need more time for professional collaboration. Therefore, we have implemented workshops for the development of common math pacing guides and benchmark assessment, and have also instituted professional opportunities through the development of Non-Traditional Instructional days. To further meet the needs of Professional Learning Communities, our teacher have access to, and have been encouraged to become member of online professional learning consortiums.

## Questions

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

Our entire CSIP addresses equitable access as we are a small school with a limited number of staff.