# KDE Comprehensive School

# Improvement Plan

# Tompkinsville Elem

## Monroe County

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# Introduction

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

# Executive Summary

# Introduction

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

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

# Description of the School

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

Located in the south central region of Kentucky just east of the Appalachian Mountain range along the Kentucky-Tennessee border, Tompkinsville Elementary School is considered a rural elementary school with a predominantly Caucasian population and a poverty rate soaring over 80%. Despite persistent and glaring socio-economic barriers, Tompkinsville Elementary has proven itself within the last six years in particular to be one of the top performing schools in the Commonwealth as evident through numerous awards, accomplishments, and accolades. In 2008, Tompkinsville Elementary was recognized by the Kentucky Department of Education as a "pacesetter" school, which means the school ranks in the top 5% of all public schools in the state of Kentucky for academic achievement. In 2012, Tompkinsville Elementary School was one of only five schools in the state of Kentucky to be nominated for a National Blue Ribbon award based on high academic achievement.  In 2013, TES was named a Distinguished, High Performing, High Progress School (top 10% in the state) based on academic achievement and growth by the Kentucky Department of Education.  In 2014, TES was named a "School of Distinction" ranking 99th percentile in Kentucky based on academic performance and growth by the Kentucky Department of Education. Tompkinsville Elementary School was also designated an Exemplary High Performing National Blue Ribbon School for 2014 by U.S. Secretary Arne Duncan.  In addition, Tompkinsville Elementary boasts two National Board Certified Teachers as well as two highly trained, certified Reading Recovery teachers and a state-wide Reading Recovery Teacher-Leader.  It is clear that TES has continually evolved into a highly successful public elementary school by providing students with the best education possible.

At Tompkinsville Elementary, there are a myriad of factors that have played an instrumental role in contributing to our increased levels of student achievement and success. Namely, our school focuses on maintaining an atmosphere of high expectations that permeates throughout the entire school community, including students, teachers, staff, and parents. We expect the best from our whole learning community, and, in return, we receive the best. Additionally, our school has an intentional focus on the creation and maintenance of a positive school culture in which relationships between teachers and students flourish. Within this culture-centered learning environment, we celebrate often with staff and students, build an urgent sense of personal responsibility for all, and motivate each other to put forth the extra effort in everything we do. In every decision we make, we ask ourselves "Is this best for kids?" This kids-first mentality illustrates the kind of learning environment we possess in which every decision is based on the simple premise of always doing what is in the best interest of our students.

# School's Purpose

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

The mission of Tompkinsville Elementary School is "to put kids first and help every child, every day reach his or her highest potential." In our efforts to improve, we have integrated the following programs to increase student learning, focus on our students' individual learning styles, and address the Kentucky Core Academic Standards: Reading Recovery, daily Response to Intervention (RtI), literacy block, practical living and math lab, science lab, math coach, reading interventionists, Accelerated Math, and flexible grouping.

Our teachers constantly utilize and implement formative assessment strategies in our classrooms to accomplish this mission because we realize the value and importance of formative assessment as a tool for showing genuine improvement of student learning. Teachers at Tompkinsville Elementary School consistently use various formative assessment methods to monitor student progress on a daily basis. It is through this formative assessment process that teachers are also able to adequately track student progress toward mastery. In fact, all teachers at Tompkinsville Elementary keep a folder with each student's assessment results for each content area. These results are graphed on a chart or in a table over time, and teachers review the assessment results on a daily basis as a means of checking for student understanding. All teachers also use the individual student assessment charts as a communication tool for one-on-one conferencing with students in order to discuss their progress toward mastery. At TES, we feel student ownership in the assessment process is a vital component is achieving high levels of academic achievement. Therefore, it is imperative to involve students in the assessment process, so they understand their own level of proficiency. It is through this awareness that students realize the importance of mastering content in order to meet the standards of proficiency established by the state and school.

Tompkinsville Elementary School also hosts "Student Led Morning Assembly" every morning that includes all students and all staff members. During this meeting, we celebrate student and staff accomplishments, review weekly announcements and events, ask students content related questions, review the 7 Habits of Highly Effective People, and review our mission and school chant.

Tompkinsville Elementary School is committed to each student's individual success. Therefore, we provide equal opportunities that include the employment of a school-wide Title I program designed to help at-risk students, differentiated instruction and assessment analysis of data based on equity issues, tutoring, Extended School Services (ESS), Family Resource Center, and Migrant/ESL instruction. All performance results are disaggregated and evaluated annually to identify achievement gaps. Based on these results, we design instructional strategies to improve student achievement for all students.

Tompkinsville Elementary School also believes in the importance of a well-rounded education for all students. Therefore, we promote and encourage the participation and involvement in the following extracurricular activities as an integral part in the development of our students: Junior Beta Club, Academic Team, Prep Junior Guard, Student Technology Leadership Program (STLP), Cub Club After-School Program, PRIDE (Personal Responsibility in a Desirable Environment) Club, and various speech, poster, and essay contests.

## 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.**

Despite persistent and glaring socio-economic barriers, Tompkinsville has proven itself within the last six years in particular to be one of the top performing schools in the Commonwealth as evident through numerous awards, accomplishments, and accolades. In 2008, Tompkinsville Elementary was recognized by the Kentucky Department of Education as a "pacesetter" school, which means the school ranks in the top 5% of all public schools in the state of Kentucky for academic achievement. In 2012, Tompkinsville Elementary School was one of only five schools in the state of Kentucky nominated for the National Blue Ribbon Award of Excellence based on sustained high academic achievement. In 2013, TES was named a Distinguished, High Performing, High Progress School (top 10% in the state) based on academic achievement and growth by the Kentucky Department of Education. In 2014, TES was named a "School of Distinction" ranking 99th percentile in Kentucky based on academic performance and growth by the Kentucky Department of Education. Tompkinsville Elementary School was also designated an Exemplary High Performing National Blue Ribbon School for 2014 by U.S. Secretary Arne Duncan.

Tompkinsville Elementary School has consistently scored in the top 5-10% of all elementary schools in the state over the past six years in the areas of reading and math. Trend data for the last six years in reading and math show these high levels of academic performance for our students as illustrated in the percentage of students scoring proficient or distinguished: Combined Reading/Math 2014-79%; 2013-66%; 2012-55%; 2011-90%; 2010-91%; 2009-90%; 2008-86%; Reading 2014-79%; 2013-61%; 2012-52%; 2011-89%; 2010-89%; 2009-83%; 2008-86%  Math 2014-79%; 2013-70.3%; 2012-57.3%; 2011-92%; 2010-93%; 2009-96%; 2008-86%

Tompkinsville Elementary School is comprised of a free and reduced lunch student population of 83.2%. However, this socioeconomic barrier has not been allowed to be a deterrent to student learning at Tompkinsville Elementary. In fact, Tompkinsville's scores for the free/reduced lunch approved student population are consistent with the overall scores for all students in reading and math: Reading (free/reduced) 2014-75.6%; 2013-57.4%; 2012-47.2%; 2011-87%; 2010-88%; 2009-80%; 2008-83%; Math (free/reduced)2014-77%; 2013-69.1%; 2012-52.6%; 2011-92%; 2010-92%; 2009-95%; 2008-84%

There are numerous factors that have contributed to the increased achievement scores in reading and math over the past six years at Tompkinsville Elementary School. Specifically, our teachers have worked collaboratively to align our curriculum with Kentucky's standards and program of studies, and they have diligently developed learning targets for each content area. Furthermore, our teachers routinely implement the use of formative assessment as a guide to monitoring individual student learning and mastery of content. Teachers throughout our school have developed a systematic progress monitoring system for each student in which assessment data is recorded over time and appropriate interventions for each student based on their individual assessment data is performed in order to help them reach proficiency and beyond. Additionally, all teachers regularly meet in grade level Professional Learning Communities (PLCs) to disseminate student assessment results, plan lessons and units of study, and develop common assessments. Implementation of PLCs has allowed our teachers to focus on student learning through a collaborative team approach with the end goal of reaching proficiency for all students. It is through these PLCs that teachers are able to focus on other important areas such as differentiation of instruction for students as well as teaching to different learning styles based on student needs. As part of the differentiation process, teachers at Tompkinsville Elementary regularly utilize flexible grouping strategies in order to better assess student ability. Moreover, teachers can better target individual student needs and more effectively implement the Response to Intervention (RtI) model at our school in which students work one-on-one with the classroom teacher or one of our reading or math interventionists to correct content misconceptions, model proficiency, and help student develop an adequate level of mastery. TES also ensures every teacher is actively engaging every child by implementing research-based instructional strategies

that provide hands-on application and real-world connections. The principal and assistant principal monitor teachers' instruction through consistent classroom walkthroughs in which teaching and learning is documented and appropriate feedback is reported to the teacher. An emphasis on lesson planning is also advocated at Tompkinsville Elementary, in which the principal monitors planned instructional activities and provides feedback for teachers outlining suggestions and areas of growth. Likewise, teachers annually fill out a professional growth plan detailing areas of instructional improvement, and they are required to complete 24 hours of professional development every year to enhance their own teaching and learning practices.

Areas for improvement for the next three years will focus on increasing student growth levels in reading and math for 4th and 5th grades and increasing overall proficiency for all subject areas.

# Additional Information

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

Parent involvement is an essential component in the success of Tompkinsville Elementary School. We recognize the strong parent communication is a key factor in helping our school reach its goals and expectations. For that reason, we continually strive to maintain positive, meaningful relationships with our parents in order to help us fulfill our mission of helping all students reach their highest potential. At Tompkinsville Elementary, we reach out to our parents through various activities designed to promote increased levels of parent involvement. For example, we host an annual parent involvement event called "Popcorn for Parents," in which all parents at Tompkinsville Elementary School are invited into our school for an afternoon of instructional games, fun activities, and, of course, popcorn. Our parents truly enjoy the invitation to be part of their child's education, and this is just one way for us to show them what their children are learning while at school. This event has assisted in making parents feel welcome at our school, and it also illustrates our commitment to understanding the important role parents play in the success of our school. Likewise, Tompkinsville Elementary School also publishes a weekly parent newsletter as a communication tool concerning the happenings at our school. In addition, TES website is a great tool for parents and guardians to use to keep connected with all upcoming events, important school announcements, teacher websites, and educational student resources.  All teachers are required to keep their own teacher website up-to-date with all the news, events, instructional activities, and homework related to their content as another communication tool for parents. We consistently seek input and ideas from our parents through the distribution of various surveys, and all parents are encouraged to become a member of Tompkinsville's School-Based Decision-Making Council (SBDM) or one of its standing committees. TES also solicits community stakeholders through our involvement of local community members and elected officials. All teachers throughout the building invite at least one community guest speaker into their classroom as part of an instructional unit. We realize that strong community involvement is an excellent opportunity to build lasting partnerships with local agencies that will integrate real-world connections into our units of study, and, at the same time, help our school become even more effective.

# 2014-2015 CSIP

# Overview

**Plan Name**

2014-2015 CSIP

**Plan Description**

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | Increase the 5th Grade Social Studies K-PREP scores for elementary students of 61.2% in 2014 to our goal of 74.5% in 2017. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 2 | Increase the 5th Grade Writing Proficient/Distinguished KPREP scores for elementary students of 55.1% in 2014 to 66.7% in 2017. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 3 | Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 4 | All incoming Kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 5 | 100% of students will receive quality instruction in all areas covered by program reviews.  This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews. | Objectives: 2<br>Strategies: 2<br>Activities: 2 | Academic | $0 |
| 6 | Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |

# Goal 1: Increase the 5th Grade Social Studies K-PREP scores for elementary students of 61.2% in 2014 to our goal of 74.5% in 2017.

**Measurable Objective 1:**

100% of Fifth grade students will demonstrate a proficiency by increasing the level of proficiency from 42.6% in 2014 to 52.7% in Social Studies by 05/12/2015 as measured by K-PREP.

**Strategy 1:**

Reaching for Proficiency-Social Studies - The entire 5th grade schedule will be changed in which there is one 5th grade reading, math, social studies, and writing teacher (this should assist with the growth of students); 5th Social Studies Interventionist to be implemented (rotating schedule); Change in 5th Schedule to allow additional 45 minutes of grade level RTI (in addition to the school-wide 30 min. RTI block) and more writing time; Principal will support teachers (3rd-5th in particular) with purchase of additional instructional social studies resources/materials; Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT; Teachers will implement more timed activities that mimic the K-PREP; Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week; All teachers will set goals for their students based on the K-PREP scale scores and performance level in each subject area; Live grading; Weekly ER; Live scoring; Test strategies for social studies; HOTS; Independent work. 5th grade social studies-Tiering lessons to ability levels; Social Studies Vocabulary; Interdisciplinary work with Reading

Category: Continuous Improvement

Research Cited: Numerous research studies have proven the effectiveness of these strategies including RTI, principal support, higher order thinking skills, gifted and talented education, etc.

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | 10/15/2014 | 05/12/2015 | $0 | No Funding Required | Principal and Teachers |

# Goal 2: Increase the 5th Grade Writing Proficient/Distinguished KPREP scores for elementary students of 55.1% in 2014 to 66.7% in 2017.

**Measurable Objective 1:**

100% of Fifth grade students will demonstrate a proficiency by increasing the level of proficiency from 55.1% in 2014 to 58% in Writing by 05/12/2015 as measured by K-PREP.

**Strategy 1:**

Closing the Achievement Gap-Writing  - The entire 5th grade schedule will be changed in which there is one 5th grade reading, math, science, social studies, and writing teacher (this should assist with the growth of students; receive full-time writing teacher); Change in 5th Schedule to allow additional 45 minutes of grade level RTI (in addition to the school-wide 30 min. RTI block) and more writing time; Principal will support teachers with purchase of additional instructional resources/materials; Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT; Writing program will be purchased for the entire school; Teachers will implement more timed activities that mimic the K-PREP; Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week; All teachers will set goals for their students based on the K-PREP scale scores and performance level in each subject area; Timed activities; Independent work; 5th grade writing-Tiering lessons to ability levels. One of our top priorities at Tompkinsville Elementary School is to meet the diverse needs of all of our students regardless of socioeconomic status, race, gender, or background. Therefore, we feel it is imperative to differentiate instruction for each and every child. Identifying and addressing individual student needs is at the heart of our instructional framework, and we accomplish this emphasis through the utilization of research-based practices such as Response to Intervention (RtI), Thoughtful Education, Reading Recovery, Accelerated Math, Saxon Phonics, and a wide variety of other brain-based instructional methods. Teachers at Tompkinsville use numerous tools designed to determine students' abilities and needs including learning style inventories, interest inventories, and formative/summative assessments. These tools give teachers the necessary information to differentiate instruction based on content, process, and product. Teachers use data derived from assessments to modify instruction to help all students reach proficiency. Specifically, teachers at Tompkinsville utilize small group instruction, one-on-one instruction, learning centers, and task rotations in order to tailor instruction based on individual student needs. Teachers monitor ongoing student progress through the development of individual student folders that contain results from various forms of assessment. This systematic process enables teachers to continually monitor individual student growth and allows for better differentiation of instruction based on student data. Teachers also create content menus at the end of units of study to allow for student choice. Students must complete several activities on the menu, but they ultimately have some flexibility in the choices during the culminating event. Students are also targeted for one-on-one instruction in all grade levels through our RtI model that classifies students into tiers based on their content or skill mastery level. Homeroom teachers meet with RtI identified students daily, and this intense instruction is personalized for each student. Moreover, a school-wide RtI block is implemented every day for an uninterrupted 30-minute block of time in which special area teachers are placed in regular classrooms to provide additional individualized instruction for students who are struggling. This RtI framework fosters collaboration among all teachers in the building and assists students who are not at grade level achieve proficiency. In addition, we currently have in place a variety of content interventionists who also provide individualized instruction for students who struggle in the areas of reading, math, science, social studies, and writing. We also employ a full-time Reading Recovery teacher who works exclusively with first grade students in the development of students' reading ability. Technology is used as a differentiation tool at Tompkinsville through the implementation of educational flipcharts, interactive educational websites, webquests, multimedia software, and audience response systems. Each classroom is equipped with an interactive whiteboard and document camera, and teachers are required to routinely use technology to individualize student learning through these tools for learning. Technology integration is monitored through lesson plan documentation.

Category: Continuous Improvement

Research Cited: Numerous research studies have proven the effectiveness of RTI, principal support, higher order thinking skills, gifted and talented education, etc.

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will meet one time per week in grade level PLCs in order to close the achievement gap by examining issues related to curriculum, instruction, and assessment. | Professional Learning | 10/15/2014 | 05/12/2017 | $0 | No Funding Required | Principal, Teachers |
|---|---|---|---|---|---|---|

# Goal 3: Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy 1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital management and development

Category:

| Activity - Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | 08/01/2014 | 05/15/2015 | $0 | No Funding Required | Principal and Assistant Principal; District Administration |

# Goal 4: All incoming Kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge.

**Measurable Objective 1:**

100% of Kindergarten grade students will demonstrate a behavior of having an ELA screening to determine letter and sound recognition as well as reading ability in English Language Arts in Reading by 08/29/2014 as measured by the Brigance Kindergarten Screening Assessment.

**Strategy 1:**

Brigance Kindergarten Screening Assessment - All incoming Kindergarten students will be assessed using the Brigance Kindergarten Screening Assessment to determine their baseline scores in reading and math. Teachers will use this baseline assessment to ability group the students and develop an instructional plan for each student.

Category: Early Learning

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Kindergarten Teachers will use kindergarten readiness assessment screener that alligns with state standards | Academic Support Program | 08/01/2014 | 05/15/2015 | $0 | General Fund | Principal Kindergarten Teachers |
|---|---|---|---|---|---|---|

# Goal 5: 100% of students will receive quality instruction in all areas covered by program reviews. This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews.

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  in the areas of arts and humanities outlined in the program reviews in Art & Humanities by 05/15/2015 as measured by staff who will enter evidence into the schools intra-net as well as a checklist.  Each area of the arts program review will be checked off as teachers submit the entries for evidence..

**Strategy 1:**

Arts Program Review PLC  - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by the arts program review in school PLC's.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Arts Program Review PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Arts Program Review PLC | Other | 08/01/2014 | 05/15/2015 | $0 | General Fund | Principal Assistant Principal Teachers |

**Measurable Objective 2:**

100% of All Students  will complete a portfolio or performance  in all areas covered by the Practical Living Program Review  in Practical Living by 05/15/2015 as measured by teacher program review evidence entries and check-off list of entries..

**Strategy 1:**

Practical Living Program Review PLC  - Teachers will collaboratively develop lesson units, plans, and strategies that address all the demonstrators for the practical living program reviews.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Practical Living Program Review PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Practical Living Program Review PLC | Other | 08/01/2014 | 05/15/2015 | $0 | General Fund | Principal Assistant Principal Teachers |

# Goal 6: Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017.

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade Students with Disabilities students  will demonstrate a proficiency  by increasing the achievement to 90.3% in combined Reading and  in Mathematics by 05/15/2017 as measured by K-PREP.

**Strategy 1:**

Closing the Achievement Gap-Reading and Mathematics  - Reading and Math interventions will take place with 3rd, 4th, and 5th grade students with disabilities.

Teachers will work one-on-one with individual students, creating individualized instruction to meet the needs of each student.  Teachers and students will set goals and keep those in each students leadership binder.  Peer tutoring and afterschool tutoring will take place. Technology will also be used as a resource for learning.

Technology is used as a differentiation tool at Tompkinsville Elementary School through the implementation of educational websites, webquests, multimedia software, and audience response systems.

Category: Continuous Improvement

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | 08/01/2014 | 05/12/2017 | $0 | General Fund | Principal Assistant Principal Teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

## General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Arts Program Review PLC | Arts Program Review PLC | Other | 08/01/2014 | 05/15/2015 | $0 | Principal Assistant Principal Teachers |
| Kindergarten Readiness | Kindergarten Teachers will use kindergarten readiness assessment screener that alligns with state standards | Academic Support Program | 08/01/2014 | 05/15/2015 | $0 | Principal Kindergarten Teachers |
| Professional Learning Communities | Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | 08/01/2014 | 05/12/2017 | $0 | Principal Assistant Principal Teachers |
| Practical Living Program Review PLC | Practical Living Program Review PLC | Other | 08/01/2014 | 05/15/2015 | $0 | Principal Assistant Principal Teachers |
| | | | | Total | $0 | |

## No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Implementation Training | Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | 08/01/2014 | 05/15/2015 | $0 | Principal and Assistant Principal; District Administration |
| Professional Learning Communities | Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | 10/15/2014 | 05/12/2015 | $0 | Principal and Teachers |
| Professional Learning Communities | Teachers will meet one time per week in grade level PLCs in order to close the achievement gap by examining issues related to curriculum, instruction, and assessment. | Professional Learning | 10/15/2014 | 05/12/2017 | $0 | Principal, Teachers |
| | | | | Total | $0 | |

# KDE Needs Assessment

# Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

# Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?**

Based on the K-PREP analysis of test scores, TES improved in the following areas from 2013 to 2014:

Reading (+21.5 achievement; +19.2 gap;+10.6 growth)

Math (+7.7 achievement; +9.6 gap; -3.2 growth)

Science (no change-100 achievement; +6.1 gap)

Social Studies (-2.2 achievement; +5.2 gap)

On-Demand Writing (-1.1 achievement; +2.2 gap)

Areas for improvement include increasing the percentage of students showing average or typical growth in 4th and 5th grade math and ELA as well as increasing the percentage of proficient students in all tested areas.

# 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?**

Based on this year's K-PREP results, Tompkinsville Elementary School showed increases in achievement, gap, and growth for the areas of reading, math, and science.  TES has been designated a 2014 School of Distinction ranking 99th percentile by the Kentucky Department of Education.  Additionally, TES was named a 2014 National Blue Ribbon School.

Areas of Strengths:

Reading +21.5 achievement; +19.2 gap; +10.6 growth

Math +7.7 achievement; +9.6 gap; -3.2 growth

Science 100 no change achiement; +6.1 gap

At Tompkinsville Elementary, we emphasize the importance of quality instructional strategies through the development of an aligned curriculum, differentiated instruction for all students, interventions at all levels for students who struggle in content-related disciplines, and the routine implementation of formative and summative assessments as the guiding force to our instructional decision-making for each child. The data gleaned from these assessments drive our instruction, in which we constantly make adjustments and modifications tailored to meet the unique needs of individual learners. It is also imperative that we continually utilize research-based instructional strategies designed to promote active engagement, hands-on learning, real world connections, and higher-order thinking in order to prepare our students with the critical thinking skills necessary to compete in and contribute to an ever-changing global economy.

# Opportunities for Improvement

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

Areas for improvement include a focus on moving more students to proficiency in all areas, continuing to close the achievement gap for all students, and gain a higher number of students showing typical growth in 4th and 5th grade math and ELA. We have completed our data analysis of K-PREP results, and we have a plan of action in place to help achieve our goals based on these areas of concern. Each grade level disseminated the data and created a detailed action plan that will inevitably impact student achievement in a positive way.

# Conclusion

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

Based on the K-PREP data analysis, we have developed a plan of action that will address weaknesses noted in the test results.  The following is the plan of action for tested areas that need improvement:

3rd Grade will continue to be departmentalized. Third grade will consist of a reading teacher,  a math teacher, and a supplemental math/reading teacher.

4th-5th grade will continue to be departmentalized.  Fourth grade will consist of a reading teacher, math teacher, and a science teacher.  Fifth grade will consist of a reading teacher, math teacher, and a social studies teacher.

3rd, 4th and 5th grades will incorporate RTI in the classrooms daily.

3rd, 4th, and 5th grades Reading, Math, Science, and Social Studies Interventionist (rotating schedule).

Principal will support teachers (3rd-5th in particular) with purchase of additional instructional resources/materials.

Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT.

Writing program will be purchased for the entire school.

Teachers will implement more "timed" activities that mimic the K-PREP.

Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week.

All teachers will set goals for their students based on the K-PREP scale scores and performance level in each subject area.

3rd grade math (Goal:  85% P/D)
-More multi-step problems
-More timed assessments (reconcile mastery learning)
-K-PREP mock assessments
-Reach/hook males

3rd grade ELA (Goal:  85% P/D)
-Peer scoring
-Incorporate longer reading passages
-Skimming techniques
-Timed activities

-Charting ERs/SAs over time plus incentives

-Classroom reading wigs/scoreboards

4th grade math (Goal:  75% P/D)

-Ability grouping

-Timed assessments

-Multi-step problems

-HOTS questions

-Utilize RTI help

4th grade ELA (Goal:  75% P/D)

-Longer reading passages with comprehension

-Live grading

-Weekly ER

-Nonfiction focus

-Classroom reading wigs/scoreboards

5th grade math (Goal: 75% P/D)

-Multi-step problems (application)

-HOTS

-Vocabulary (math related)

-Time activities

-Illustrate thinking- draw, write, explain, etc.

5th grade ELA (Goal:  75% P/D)

-Longer nonfiction passages

-Live scoring

-Test strategies for reading

-Inferencing, HOTS

-Independent work

-Classroom reading wigs/scoreboards

5th grade social studies (Goal:  75% P/D)

-Flexible Grouping

-Practice the skill

-Social Studies vocabulary integration

-Guest speakers

-Real life connections

5th grade writing (Goal:  75% P/D)

-Tiering lessons to ability levels

-Writing "pals"

-Writing RTI

-Interdisciplinary work with reading

# The Missing Piece

# Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council.  They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

# Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

All Staff, input from students, and guidance for the SBDM representing staff and parents/community.

# Relationship Building

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

Overall Rating: 3.71

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods). | Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Parents and other stakeholders report that they are actively welcomed when they visit the school. | District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **5.** | School staff involves parents in personal communication about their students' progress at least once a month. | District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **6.** | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | District and school staff identify family interests, needs and barriers and provides services to ensure academic success. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts. | All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts. | Proficient |

# Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.57

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

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 3. | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 4. | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | District and school leadership ensure that student achievement is discussed each semester with all parents. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 5. | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 6. | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Proficient |

# Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating:  3.43

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 1. | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 2. | School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election. | School council and committees 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 |
|---|---|---|---|
| 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. | 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 |
|---|---|---|---|
| 5. | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 6. | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement. | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work. | Distinguished |

# Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating:  3.33

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130). | Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **5.** | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **6.** | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs. | District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs. | Distinguished |

# Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating:  3.67

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 1. | Parents have multiple opportunities to learn about and discuss the following:<br>- Kentucky standards and expectations for all students<br>- The school's curriculum, instructional methods, and student services<br>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees<br>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process<br>- Community resources to support learning<br>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys | District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 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 |
|---|---|---|---|
| 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 |
|---|---|---|---|
| 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. | District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts. | Distinguished |

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

# Community Partnerships

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

Overall Rating:  3.83

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | Proficient |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available. | Distinguished |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **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 |
|---|---|---|---|
| **6.** | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs. | Distinguished |

# Reflection

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

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

We have many strengths.  However, we need to ensure that constant communication with all stakeholders is made.  We need to be intentional in our efforts to develop  policies for each area of school, parent, and community inclusion and involvement in all decision making processes of the school.  The list of questions contained in this diagnostic will be printed and used as a checklist for SBDM and staff meetings during this school year to build policies to address each area.

# Report Summary

## Scores By Section

Section Score

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Relationship Building — 3.71

Communications — 3.57

Decision Making — 3.43

Advocacy — 3.33

Learning Opportunities — 3.67

Community Partnerships — 3.83
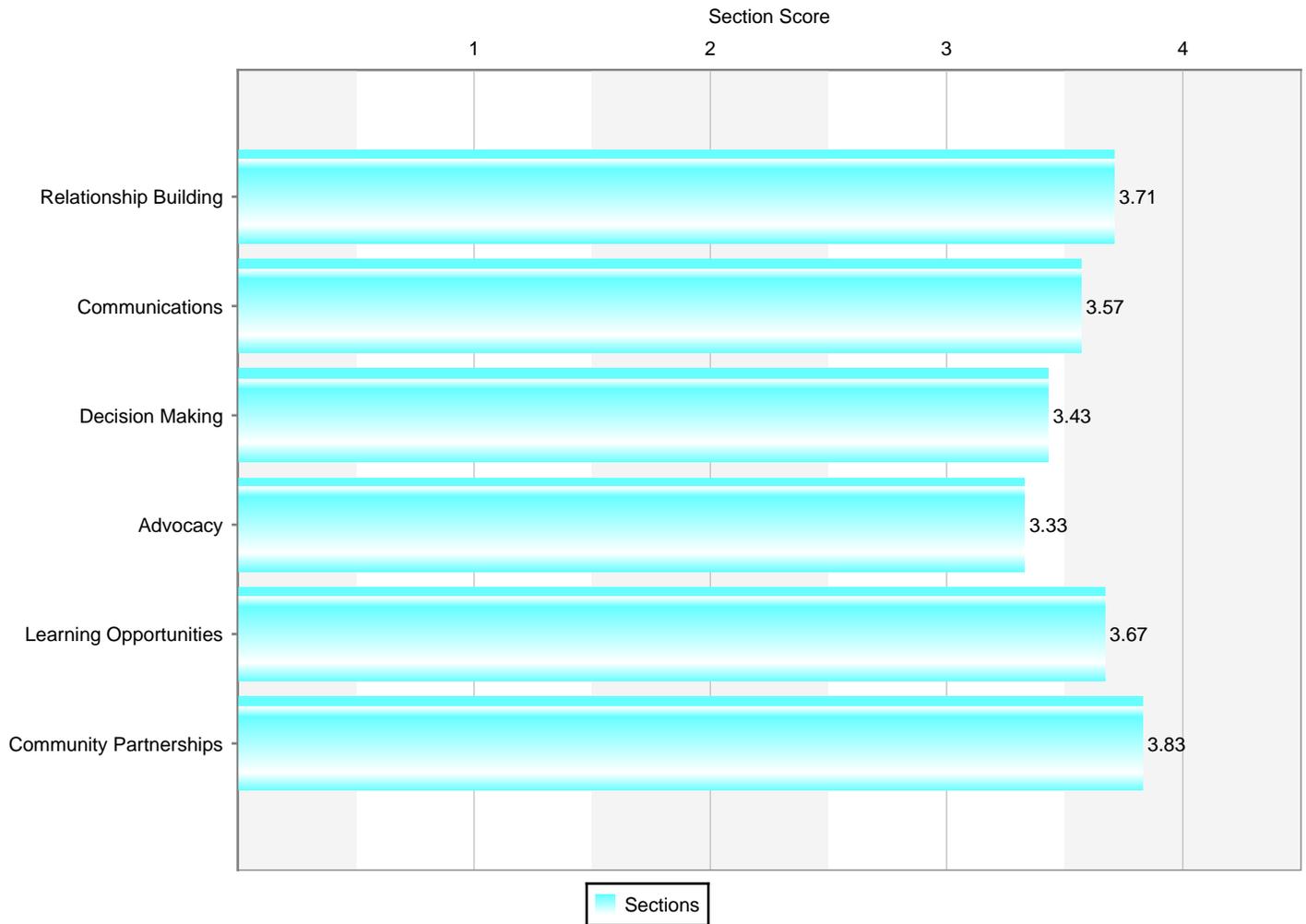
Sections

# 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.**

The community is involved as a resource for classroom instruction and for the purpose of targeting various groups of students for intervention. Community and Parent stakeholders assemble in parent meetings such as Leadership Days, PopCorn for Parents, etc. All stakeholders are notified vie letter, mail, website, Facebook, radio, and telephone.

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

Teachers analyze data and answer the five Needs Assessment questions in detail within their content areas.  The school's SBDM reviews all data and the prepared CSIP for approval.  Parents and teachers are represented on the SBDM.

**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 CSIP is posted on the school and district websites.  Progress on the CSIP is updated on the website periodically.

# KDE Assurances - School

# Introduction

KDE Assurances - School

# Assurances

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

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

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Highly Qualified | The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB. | Yes | | |

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

| 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 | | |

# KDE Comprehensive School Improvement Plan

Tompkinsville Elem

| 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 | | |

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Schoolwide Activities | The school planned activities that coordinate with and support the regular educational program. | Yes | | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Compliance and Accountability - Elementary Schools

# Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# Planning and Accountability Requirements

**The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.**

**Goal 1:**

Increase the 5th Grade Social Studies K-PREP scores for elementary students of 61.2% in 2014 to our goal of 74.5% in 2017.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by increasing the level of proficiency from 42.6% in 2014 to 52.7% in Social Studies by 05/12/2015 as measured by K-PREP.

**Strategy1:**

Reaching for Proficiency-Social Studies - The entire 5th grade schedule will be changed in which there is one 5th grade reading, math, social studies, and writing teacher (this should assist with the growth of students); 5th Social Studies Interventionist to be implemented (rotating schedule); Change in 5th Schedule to allow additional 45 minutes of grade level RTI (in addition to the school-wide 30 min. RTI block) and more writing time; Principal will support teachers (3rd-5th in particular) with purchase of additional instructional social studies resources/materials; Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT; Teachers will implement more timed activities that mimic the K-PREP; Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week; All teachers will set goals for their students based on the K-PREP scale scores and performance level in each subject area; Live grading; Weekly ER; Live scoring; Test strategies for social studies; HOTS; Independent work. 5th grade social studies-Tiering lessons to ability levels; Social Studies Vocabulary; Interdisciplinary work with Reading

Category: Continuous Improvement

Research Cited: Numerous research studies have proven the effectiveness of these strategies including RTI, principal support, higher order thinking skills, gifted and talented education, etc.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | | | 10/15/2014 | 05/12/2015 | $0 - No Funding Required | Principal and Teachers |

**Goal 2:**

Increase the 5th Grade Writing Proficient/Distinguished KPREP scores for elementary students of 55.1% in 2014 to 66.7% in 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the level of proficiency from 55.1% in 2014 to 58%  in Writing by 05/12/2015 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Writing  - The entire 5th grade schedule will be changed in which there is one 5th grade reading, math, science, social studies, and writing teacher (this should assist with the growth of students; receive full-time writing teacher); Change in 5th Schedule to allow additional 45 minutes of grade level RTI (in addition to the school-wide 30 min. RTI block) and more writing time; Principal will support teachers with purchase of additional instructional resources/materials; Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT; Writing program will be purchased for the entire school; Teachers will implement more timed activities that mimic the K-PREP; Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week; All teachers will set goals for their students based on the K-PREP scale scores and performance level in each subject area; Timed activities; Independent work; 5th grade writing-Tiering lessons to ability levels. One of our top priorities at Tompkinsville Elementary School is to meet the diverse needs of all of our students regardless of socioeconomic status, race, gender, or background. Therefore, we feel it is imperative to differentiate instruction for each and every child. Identifying and addressing individual student needs is at the heart of our instructional framework, and we accomplish this emphasis through the utilization of research-based practices such as Response to Intervention (RtI), Thoughtful Education, Reading Recovery, Accelerated Math, Saxon Phonics, and a wide variety of other brain-based instructional methods. Teachers at Tompkinsville use numerous tools designed to determine students' abilities and needs including learning style inventories, interest inventories, and formative/summative assessments. These tools give teachers the necessary information to differentiate instruction based on content, process, and product. Teachers use data derived from assessments to modify instruction to help all students reach proficiency. Specifically, teachers at Tompkinsville utilize small group instruction, one-on-one instruction, learning centers, and task rotations in order to tailor instruction based on individual student needs. Teachers monitor ongoing student progress through the development of individual student folders that contain results from various forms of assessment. This systematic process enables teachers to continually monitor individual student growth and allows for better differentiation of instruction based on student data. Teachers also create content menus at the end of units of study to allow for student choice. Students must complete several activities on the menu, but they ultimately have some flexibility in the choices during the culminating event. Students are also targeted for one-on-one instruction in all grade levels through our RtI model that classifies students into tiers based on their content or skill mastery level. Homeroom teachers meet with RtI identified students daily, and this intense instruction is personalized for each student. Moreover, a school-wide RtI block is implemented every day for an uninterrupted 30-minute block of time in which special area teachers are placed in regular classrooms to provide additional individualized instruction for students who are struggling. This RtI framework fosters collaboration among all teachers in the building and assists students who are not at grade level achieve proficiency. In addition, we currently have in place a variety of content interventionists who also provide individualized instruction for students who struggle in the areas of reading, math, science, social studies, and writing. We also employ a full-time Reading Recovery teacher who works exclusively with first grade students in the development of students' reading ability. Technology is used as a differentiation tool at Tompkinsville through the implementation of educational flipcharts, interactive educational websites, webquests, multimedia software, and audience response systems. Each classroom is equipped with an interactive whiteboard and document camera, and teachers are required to routinely use technology to individualize student learning through these tools for learning. Technology integration is monitored through lesson plan documentation.

Category: Continuous Improvement

Research Cited: Numerous research studies have proven the effectiveness of RTI, principal support, higher order thinking skills, gifted and talented education, etc.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet one time per week in grade level PLCs in order to close the achievement gap by examining issues related to curriculum, instruction, and assessment. | Professional Learning | | | 10/15/2014 | 05/12/2017 | $0 - No Funding Required | Principal, Teachers |

**Goal 3:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital

management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 4:**

All incoming Kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly

with student content knowledge.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior of having an ELA screening to determine letter and sound recognition as well as reading

ability in English Language Arts in Reading by 08/29/2014 as measured by the Brigance Kindergarten Screening Assessment.

**Strategy1:**

Brigance Kindergarten Screening Assessment - All incoming Kindergarten students will be assessed using the Brigance Kindergarten

Screening Assessment to determine their baseline scores in reading and math. Teachers will use this baseline assessment to ability group

the students and develop an instructional plan for each student.

Category: Early Learning

Research Cited:

| Activity - Kindergarten Readiness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Kindergarten Teachers will use kindergarten readiness assessment screener that alligns with state standards | Academic Support Program | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Kindergarten Teachers |

**Goal 5:**

100% of students will receive quality instruction in all areas covered by program reviews.  This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews.

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  in the areas of arts and humanities outlined in the program reviews in Art & Humanities by 05/15/2015 as measured by staff who will enter evidence into the schools intra-net as well as a checklist.  Each area of the arts program review will be checked off as teachers submit the entries for evidence..

**Strategy1:**

Arts Program Review PLC  - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by the arts program review in school PLC's.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Arts Program Review PLC | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Arts Program Review PLC | Other | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Assistant Principal Teachers |

**Measurable Objective 2:**

100% of All Students  will complete a portfolio or performance  in all areas covered by the Practical Living Program Review  in Practical Living by 05/15/2015 as measured by teacher program review evidence entries and check-off list of entries..

**Strategy1:**

Practical Living Program Review PLC  - Teachers will collaboratively develop lesson units, plans, and strategies that address all the demonstrators for the practical living program reviews.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Practical Living Program Review PLC | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Practical Living Program Review PLC | Other | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Assistant Principal Teachers |

**Goal 6:**

Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the achievement to 90.3% in combined Reading and  in Mathematics by 05/15/2017 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Reading and Mathematics  - Reading and Math interventions will take place with 3rd, 4th, and 5th grade students with disabilities.  Teachers will work one-on-one with individual students, creating individualized instruction to meet the needs of each student.  Teachers and students will set goals and keep those in each students leadership binder.  Peer tutoring and afterschool tutoring will take place. Technology will also be used as a resource for learning.  Technology is used as a differentiation tool at Tompkinsville Elementary School through the implementation of educational websites, webquests, multimedia software, and audience response systems.

Category: Continuous Improvement

Research Cited: Numerous reseach studies have proven the effectiveness of individualized instruction, differentiated learning techniques, and the use of technology for learning.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | | | 08/01/2014 | 05/12/2017 | $0 - General Fund | Principal Assistant Principal Teachers |

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

**Goal 1:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency  to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 2:**

Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the achievement to 90.3% in combined Reading and  in Mathematics by 05/15/2017 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Reading and Mathematics  - Reading and Math interventions will take place with 3rd, 4th, and 5th grade students with disabilities.  Teachers will work one-on-one with individual students, creating individualized instruction to meet the needs of each student.  Teachers and students will set goals and keep those in each students leadership binder.  Peer tutoring and afterschool tutoring will take place. Technology will also be used as a resource for learning.  Technology is used as a differentiation tool at Tompkinsville Elementary School through the implementation of educational websites, webquests, multimedia software, and audience response systems.
Category: Continuous Improvement
Research Cited: Numerous reseach studies have proven the effectiveness of individualized instruction, differentiated learning techniques, and the use of technology for learning.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | | | 08/01/2014 | 05/12/2017 | $0 - General Fund | Principal Assistant Principal Teachers |

**All children were screened for kindergarten readiness.**

**Goal 1:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency  to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital

management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 2:**

All incoming Kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly

with student content knowledge.

**Measurable Objective 1:**

100% of All Students  will demonstrate a behavior  of having an ELA screening to determine letter and sound recognition as well as reading

ability in English Language Arts  in Reading by 08/29/2014 as measured by the Brigance Kindergarten Screening Assessment.

**Strategy1:**

Brigance Kindergarten Screening Assessment - All incoming Kindergarten students will be assessed using the Brigance Kindergarten

Screening Assessment to determine their baseline scores in reading and math. Teachers will use this baseline assessment to ability group

the students and develop an instructional plan for each student.

Category: Early Learning

Research Cited:

| Activity - Kindergarten Readiness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Kindergarten Teachers will use kindergarten readiness assessment screener that alligns with state standards | Academic Support Program | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Kindergarten Teachers |

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

**Goal 1:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency  to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital

management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 2:**

All incoming Kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly

with student content knowledge.

**Measurable Objective 1:**

100% of All Students  will demonstrate a behavior  of having an ELA screening to determine letter and sound recognition as well as reading

ability in English Language Arts  in Reading by 08/29/2014 as measured by the Brigance Kindergarten Screening Assessment.

**Strategy1:**

Brigance Kindergarten Screening Assessment - All incoming Kindergarten students will be assessed using the Brigance Kindergarten

Screening Assessment to determine their baseline scores in reading and math. Teachers will use this baseline assessment to ability group

the students and develop an instructional plan for each student.

Category: Early Learning

Research Cited:

| Activity - Kindergarten Readiness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Kindergarten Teachers will use kindergarten readiness assessment screener that alligns with state standards | Academic Support Program | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Kindergarten Teachers |

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

**Goal 1:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency  to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 2:**

Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the achievement to 90.3% in combined Reading and  in Mathematics by 05/15/2017 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Reading and Mathematics  - Reading and Math interventions will take place with 3rd, 4th, and 5th grade students with disabilities.  Teachers will work one-on-one with individual students, creating individualized instruction to meet the needs of each student.  Teachers and students will set goals and keep those in each students leadership binder.  Peer tutoring and afterschool

tutoring will take place. Technology will also be used as a resource for learning.  Technology is used as a differentiation tool at Tompkinsville Elementary School through the implementation of educational websites, webquests, multimedia software, and audience response systems.

Category: Continuous Improvement

Research Cited: Numerous reseach studies have proven the effectiveness of individualized instruction, differentiated learning techniques, and the use of technology for learning.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | | | 08/01/2014 | 05/12/2017 | $0 - General Fund | Principal Assistant Principal Teachers |

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

**Goal 1:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency  to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 2:**

Increase achievement for all students in Kentucky so that the achievement increases from 82.4% in 2014 to 90.3% by 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the achievement to 90.3% in combined Reading and  in Mathematics by 05/15/2017 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Reading and Mathematics  - Reading and Math interventions will take place with 3rd, 4th, and 5th grade students with disabilities.  Teachers will work one-on-one with individual students, creating individualized instruction to meet the needs of each student.  Teachers and students will set goals and keep those in each students leadership binder.  Peer tutoring and afterschool tutoring will take place. Technology will also be used as a resource for learning.  Technology is used as a differentiation tool at Tompkinsville Elementary School through the implementation of educational websites, webquests, multimedia software, and audience response systems.

Category: Continuous Improvement

Research Cited: Numerous reseach studies have proven the effectiveness of individualized instruction, differentiated learning techniques, and the use of technology for learning.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet at least one time per week as a grade level Professional Learning Communities (PLC) in order to collaborate interdependently with respect to curriculum, instruction, and assessment issues. | Professional Learning | | | 08/01/2014 | 05/12/2017 | $0 - General Fund | Principal Assistant Principal Teachers |

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

**Goal 1:**

Increase the 5th Grade Writing Proficient/Distinguished KPREP scores for elementary students of 55.1% in 2014 to 66.7% in 2017.

**Measurable Objective 1:**

100% of All Students  will demonstrate a proficiency  by increasing the level of proficiency from 55.1% in 2014 to 58%  in Writing by 05/12/2015 as measured by K-PREP.

**Strategy1:**

Closing the Achievement Gap-Writing  - The entire 5th grade schedule will be changed in which there is one 5th grade reading, math, science, social studies, and writing teacher (this should assist with the growth of students; receive full-time writing teacher); Change in 5th Schedule to allow additional 45 minutes of grade level RTI (in addition to the school-wide 30 min. RTI block) and more writing time; Principal will support teachers with purchase of additional instructional resources/materials; Principal and assistant principal will become part of the school-wide RTI program through assisting teachers with students who struggle or those students who are GT; Writing program will be purchased for the entire school; Teachers will implement more timed activities that mimic the K-PREP; Teachers will focus on GT students through implementation of extension activities and instruction as well as implementation of a GT RTI day each week; All teachers will set

goals for their students based on the K-PREP scale scores and performance level in each subject area; Timed activities; Independent work; 5th grade writing-Tiering lessons to ability levels. One of our top priorities at Tompkinsville Elementary School is to meet the diverse needs of all of our students regardless of socioeconomic status, race, gender, or background. Therefore, we feel it is imperative to differentiate instruction for each and every child. Identifying and addressing individual student needs is at the heart of our instructional framework, and we accomplish this emphasis through the utilization of research-based practices such as Response to Intervention (RtI), Thoughtful Education, Reading Recovery, Accelerated Math, Saxon Phonics, and a wide variety of other brain-based instructional methods. Teachers at Tompkinsville use numerous tools designed to determine students' abilities and needs including learning style inventories, interest inventories, and formative/summative assessments. These tools give teachers the necessary information to differentiate instruction based on content, process, and product. Teachers use data derived from assessments to modify instruction to help all students reach proficiency. Specifically, teachers at Tompkinsville utilize small group instruction, one-on-one instruction, learning centers, and task rotations in order to tailor instruction based on individual student needs. Teachers monitor ongoing student progress through the development of individual student folders that contain results from various forms of assessment. This systematic process enables teachers to continually monitor individual student growth and allows for better differentiation of instruction based on student data. Teachers also create content menus at the end of units of study to allow for student choice. Students must complete several activities on the menu, but they ultimately have some flexibility in the choices during the culminating event. Students are also targeted for one-on-one instruction in all grade levels through our RtI model that classifies students into tiers based on their content or skill mastery level. Homeroom teachers meet with RtI identified students daily, and this intense instruction is personalized for each student. Moreover, a school-wide RtI block is implemented every day for an uninterrupted 30-minute block of time in which special area teachers are placed in regular classrooms to provide additional individualized instruction for students who are struggling. This RtI framework fosters collaboration among all teachers in the building and assists students who are not at grade level achieve proficiency. In addition, we currently have in place a variety of content interventionists who also provide individualized instruction for students who struggle in the areas of reading, math, science, social studies, and writing. We also employ a full-time Reading Recovery teacher who works exclusively with first grade students in the development of students' reading ability. Technology is used as a differentiation tool at Tompkinsville through the implementation of educational flipcharts, interactive educational websites, webquests, multimedia software, and audience response systems. Each classroom is equipped with an interactive whiteboard and document camera, and teachers are required to routinely use technology to individualize student learning through these tools for learning. Technology integration is monitored through lesson plan documentation.

Category: Continuous Improvement

Research Cited: Numerous research studies have proven the effectiveness of RTI, principal support, higher order thinking skills, gifted and talented education, etc.

| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will meet one time per week in grade level PLCs in order to close the achievement gap by examining issues related to curriculum, instruction, and assessment. | Professional Learning | | | 10/15/2014 | 05/12/2017 | $0 - No Funding Required | Principal, Teachers |

**Goal 2:**

Increase the percentage of effective teachers from 60% in 2015 to 100% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency to increase the percentage of effective teachers by 05/15/2020 as measured by teacher evaluations.

**Strategy1:**

Professional Growth and Effectiveness System - Professional learning and support; TELL Kentucky collection and use of data; human capital

management and development

Category:

Research Cited:

| Activity - Implementation Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will be trained and begin using the Danielson's Framework for Teaching and the Professional Growth and Evaluation System. | Professional Learning | | | 08/01/2014 | 05/15/2015 | $0 - No Funding Required | Principal and Assistant Principal; District Administration |

**Goal 3:**

100% of students will receive quality instruction in all areas covered by program reviews.  This includes the content covered by every

demonstrator listed for Arts, Practical Living, and Writing program reviews.

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  in the areas of arts and humanities outlined in the program reviews in Art &

Humanities by 05/15/2015 as measured by staff who will enter evidence into the schools intra-net as well as a checklist.  Each area of the

arts program review will be checked off as teachers submit the entries for evidence..

**Strategy1:**

Arts Program Review PLC  - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by

the arts program review in school PLC's.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Arts Program Review PLC | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Arts Program Review PLC | Other | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Assistant Principal Teachers |

**Measurable Objective 2:**

100% of All Students  will complete a portfolio or performance  in all areas covered by the Practical Living Program Review  in Practical

Living by 05/15/2015 as measured by teacher program review evidence entries and check-off list of entries..

**Strategy1:**

Practical Living Program Review PLC  - Teachers will collaboratively develop lesson units, plans, and strategies that address all the

demonstrators for the practical living program reviews.

Category: Continuous Improvement

Research Cited: TBD

| Activity - Practical Living Program Review PLC | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Practical Living Program Review PLC | Other | | | 08/01/2014 | 05/15/2015 | $0 - General Fund | Principal Assistant Principal Teachers |

# School Safety Diagnostic

# Introduction

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

# School Safety Requirements

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | Does each school have a written Emergency Management Plan (EMP)? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 2. | Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? | Yes | | |

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

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

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

| 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 | | |

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 9. | Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 10. | Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? | Yes | 10-18-14 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 11. | Have practices been developed for students to follow during an earthquake? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 12. | Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 13. | Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 14. | Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1? | Yes | | |