



KDE Comprehensive School Improvement Plan

Sherman Elementary
Grant 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?

Sherman Elementary, located in Grant County, is a K-5 school serving a population of 480 students. Grant County is a mostly rural community and many of the families Sherman Elementary serves are transient. Seventy-eight percent of our students qualify for free and reduced lunch. Our student-to-teacher ratio is 18:1 and our teachers have 9 years of experience on average. Unique challenges associated with the community we serve include transiency and a majority of students being raised by relatives as opposed to the core nuclear family.

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.

Our school is a community that works together to learn and grow every day! Sherman is a community of learners committed to student success. As part of the Grant County School District, Sherman staff members care about children and consider them first when making school decisions. Our philosophy is: each student counts every single day. We have high expectations, and we strive daily to differentiate instruction so each child meets his/her fullest potential. We teach all students the academic and social skills necessary to become successful and productive citizens. We make education relevant to the real world, and provide many activities that help students feel connected to this school and to their community.

At Sherman Elementary, helping children learn and grow is our most important business and we take our responsibility seriously! We know that the road to student success is paved with consistent support and the teamwork of teachers, staff members and parents/guardians. We are very proud of our staff, faculty and community support. All of our staff and teachers bring with them experience, knowledge, dedication, and a goal to help every child be his/her best self.

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.

Areas for improvement include increasing the number of students demonstrating proficiency in reading, writing, and math. Through focusing on differentiation with classroom instruction, revising unit plans, developing rigorous common assessments and using appropriate data to inform instruction we will continue to improve student achievement. Our focus in these areas has resulted in a steady improvement on student achievement measures, such as the KPREP assessment.

Additional Information

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

We are working very hard to ensure success with all students. We will continue to work on not only their academic needs but also their physical and mental needs as well. We have a plan in place to ensure we are monitoring student growth and providing intervention if needed.

SES CSIP 2016-2017

Overview

Plan Name

SES CSIP 2016-2017

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	Sherman Elementary will reduce the percent of Novice students in reading and math from 18% to 13% in the 2016-2017 school year.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$105000
2	Sherman Elementary will increase student awareness of College and Career Opportunities.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	Sherman Elementary will promote a vibrant culture of learning	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$500
4	Assist students in developing an awareness of the importance of graduating from high school.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$0
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-2017 school year.	Objectives: 1 Strategies: 8 Activities: 8	Academic	\$6500
6	Increase the average combined reading and math proficiency scores from 42% to 59% during the 2016-2017 school year.	Objectives: 1 Strategies: 9 Activities: 9	Academic	\$0

Goal 1: Sherman Elementary will reduce the percent of Novice students in reading and math from 18% to 13% in the 2016-2017 school year.

Measurable Objective 1:

65% of Fourth and Fifth grade students will demonstrate a proficiency achievement in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy 1:

Targeted Groups - Fourth and Fifth grade teachers will identify students performing in the novice range and provide differentiated instruction for these students in addition to core instruction.

Category: Continuous Improvement

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th and 5th grade teachers to identify Novice students after each unit assessment.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	4th and 5th grade teachers, Curriculum Specialist

Strategy 2:

Response to Intervention - Students in grades K-5 in need of intervention services will be identified and be provided with differentiated instruction in addition to core instruction.

Category: Continuous Improvement

Activity - Reponse to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will collaborate with the Intervention Teacher and Assistants to determine students in need of additional instruction. Together, they will develop a plan of action based on each student's academic needs.	Academic Support Program	12/01/2015	12/01/2016	\$100000	Title I Schoolwide	Intervention Teacher, Intervention Assistants, Classroom Teachers, Curriculum Specialist, Principal

Strategy 3:

Reading Foundations - Teachers in grades K-2 will implement consistent instruction of word-attack strategies (sound it out, chunk it, skip it, etc) for all students.

Category: Continuous Improvement

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Activity - Word Attack Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K - 2 will collaborate to identify consistent language for word attack strategies. Teachers will implement word-attack instruction on a daily basis with all students.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	K-2 teachers, Curriculum Specialist

Strategy 4:

ESS Services - Students with identified academic weaknesses will be provided with the opportunity to participate in after-school tutoring.

Category: Continuous Improvement

Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with identified weaknesses will be provided with the opportunity to participate in after-school tutoring.	Academic Support Program	12/01/2015	12/01/2016	\$5000	State Funds	Teachers, Curriculum Specialist, Principal

Goal 2: Sherman Elementary will increase student awareness of College and Career Opportunities.

Measurable Objective 1:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/01/2016 as measured by the Gallup Survey.

Strategy 1:

Career Exploration - Grade level teachers will develop units of study for career exploration.

Category: Career Readiness Pathways

Activity - Career Units of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will develop and implement project based units of studies through which all students will explore a career of interest.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Counselor, Curriculum Specialist

Strategy 2:

Career Day - Students in grades K-5 will have the opportunity to participate in Career Day.

Category: Career Readiness Pathways

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Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will research a career of interest and present their findings to their class.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers

Strategy 3:

P-K Transition Night - Students transitioning to Kindergarten will have the opportunity to attend an informational night prior to the first day of school.

Category: Career Readiness Pathways

Activity - P-K Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will meet with incoming kindergarten students and parents prior to the first day of school to gain familiarity with the school, teachers, and the Kindergarten program.	Career Preparation/Orientation	12/01/2015	08/22/2016	\$0	No Funding Required	Kindergarten Teachers, FRC

Strategy 4:

Transition to Middle School - 5th grade students will be provided with the opportunity to learn about middle school life.

Category: Career Readiness Pathways

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th Grade students will visit the middle school by the end of the 5th grade year to promote an awareness of the middle school building, staff, and programs. Middle school counselors will be invited to speak to 5th grade students regarding changes between elementary school and middle school expectations.	Career Preparation/Orientation	12/01/2015	06/01/2016	\$0	No Funding Required	Counselor

Goal 3: Sherman Elementary will promote a vibrant culture of learning

Measurable Objective 1:

collaborate to develop a culture of continuous learning by 12/01/2016 as measured by Val-Ed Survey.

Strategy 1:

Teacher Effectiveness - Teachers will be engaged in ongoing discussions regarding teacher effectiveness based on the Danielson Framework.

Category: Teacher PGES

Activity - Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be engaged in ongoing discussions regarding teacher effectiveness and the Danielson Framework. This will include PLC conversations as well as individual work.	Professional Learning	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal
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Strategy 2:

Growth Mindset - Teachers will engage in professional learning regarding the growth mindset.

Category: Professional Learning & Support

Activity - Growth Mindset PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional development session about the growth mindset and how it applies to teaching and learning.	Professional Learning	12/01/2015	12/01/2015	\$500	State Funds	Teachers, Curriculum Specialist

Strategy 3:

PLC - Teachers will work collaboratively to analyze assessment data and plan next steps for instruction.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze common assessment data and develop plans for next steps in instruction based upon the assessment results.	Professional Learning	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 4:

Staff Meetings - Monthly staff meetings will have an identified instructional strategy focus.

Category: Professional Learning & Support

Activity - Monthly Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be engaged in learning new instructional strategies during monthly staff meetings.	Professional Learning	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy 5:

School Newsletter - A monthly school newsletter will be distributed to all Sherman families.

Category: Stakeholder Engagement

Activity - Sherman Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A monthly school newsletter will be distributed to all Sherman families which will include important dates/events and ways families can assist in continuing learning at home.	Parent Involvement	08/01/2016	12/01/2016	\$0	No Funding Required	Principal, Curriculum Specialist
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Strategy 6:

KCID - We will place a focus on perseverance and determination through KCID.

Category: Continuous Improvement

Activity - KCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in opportunities to learn about perseverance and determination and how these concepts apply to the school setting.	Behavioral Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Counselor

Goal 4: Assist students in developing an awareness of the importance of graduating from high school.

Measurable Objective 1:

improve graduation rate by developing an awareness of the importance of a high school education by 12/01/2016 as measured by Gallup Survey.

Strategy 1:

Secondary School Opportunities - Students and families will be exposed to the opportunities available to them through Grant County High School.

Category: Persistence to Graduation

Activity - High School Spotlight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a monthly PTT meeting, students and families will have the opportunity to learn about the programs available through Grant County High School, specifically through the Career and Technology Center.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Counselor

Strategy 2:

School Newsletter - A "what it takes to graduate" section will be included on the monthly school newsletter.

Category: Persistence to Graduation

Activity - School Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A section will be included on the monthly newsletter regarding graduation requirements.	Academic Support Program	08/01/2016	12/01/2016	\$0	No Funding Required	Principal, Curriculum Specialist

Strategy 3:

Spanish Report Cards - Standards based report cards will be translated and made available to Spanish speaking families.

Category: Persistence to Graduation

Activity - Spanish Report Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards based report cards will be translated in Spanish and made available to Spanish speaking families.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, ESL Instructor

Strategy 4:

High School Mentors - High School students will be invited to work with students in a mentor capacity.

Category: Continuous Improvement

Activity - High School Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students will be invited to work with selected students in a mentor capacity.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers

Strategy 5:

Career Education - All students will be engaged in learning about a career of choice including the education needed for the career.

Category: Persistence to Graduation

Activity - Career Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in learning about a career of choice, including the necessary education and training.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-2017 school year.

Measurable Objective 1:

57% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

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Strategy 1:

PLC - PLC meetings will include special education teachers.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings will include special education teachers.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Special Education Teachers, Curriculum Specialist, Principal

Strategy 2:

K-5 Instructional Alignment - Teachers in grades K-5 will collaborate to ensure that the curriculum is accessible to all students.

Category: Continuous Improvement

Activity - Vertical Alignment PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will meet in a vertical PLC to ensure a consistent curriculum is delivered to all students.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 3:

Summer Learning - Selected students will be invited to attend a two-week summer school session.

Category: Continuous Improvement

Activity - Summer Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students will have the opportunity to participate in a two-week summer school session.	Academic Support Program	12/01/2015	12/01/2016	\$4000	State Funds	Principal, teachers

Strategy 4:

ESS Afterschool Opportunities - Selected students will have the opportunity to participate in afterschool tutoring.

Category: Continuous Improvement

Activity - Afterschool Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will identify students with an academic need and provide opportunities for students to participate in afterschool tutoring.	Academic Support Program	12/01/2015	12/01/2016	\$2500	State Funds	Teachers, Principal
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Strategy 5:

Progress Monitoring - The academic progress of students will monitored on a weekly basis.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify specific students and monitor their academic progress on a weekly basis. Teachers will intervene with students as needed.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 6:

Rtl - Students will be identified for Rtl services through the Universal Screener (MAP) and other indicators.

Category: Continuous Improvement

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to identify students in need of Rtl services utilizing the Universal Screener (MAP) as well as other indicators.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Classroom Teachers, Rtl Teacher

Strategy 7:

Primary Common Assessments - Grades K-2 will participate in common assessments.

Category: Continuous Improvement

Activity - Primary Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 will administer common assessments. Results will be analyzed to determine next instructional steps. Teachers will implement the next instructional steps in a timely manner.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 8:

ESL Collaboration - ESL Instructor will complete a training with teachers regarding strategies to enhance instruction for ELL students.

Category: Continuous Improvement

Activity - ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in a training regarding strategies to enhance instruction for ELL students.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	ESL Instructor, Teachers, Curriculum Specialist
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Goal 6: Increase the average combined reading and math proficiency scores from 42% to 59% during the 2016-2017 school year.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy 1:

Curriculum Pacing - Pacing guides will be implemented.

Category: Continuous Improvement

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pacing guides will be implemented and monitored on a frequent basis.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 2:

Common Assessments - Common Assessments will be implemented in grades K-5.

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will administer common assessments. The results will be analyzed to determine next steps for instruction.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 3:

PLCs - Teachers will collaborate to analyze common assessment results and determine next steps for instruction.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate to analyze common assessment results and determine next steps for instruction. Teachers will implement next steps in a timely manner.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist
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Strategy 4:

PD Implementation & Monitoring - Implementation of professional development will be monitored to ensure sustained improvement.

Category: Continuous Improvement

Activity - PD Implementation & Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of professional development will be monitored by walkthroughs.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Curriculum Specialist, Principal

Strategy 5:

Progress Monitoring - A system will be implemented to monitor the academic progress of students.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress on common assessments will be monitored on a weekly basis.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 6:

Data Analysis - Assessment data (KPREP, MAP, Common Assessments) will be analyzed to determine appropriate next steps.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze assessment data (KPREP, MAP, Common Assessments).	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 7:

Content Area Literacy - Teachers will embed reading strategies in content area reading.

Category: Continuous Improvement

Activity - Content Area Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will engage student in content area reading and instruct applicable reading strategies in content areas, specifically science and social studies.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist
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Strategy 8:

Constructed Response - Teachers will implement constructed response on a weekly basis.

Category: Continuous Improvement

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will instruct students, on a weekly basis at minimum, on effective strategies for answering constructed response questions.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Strategy 9:

Science Instructional Materials - Appropriate instructional resources aligned to NGSS will be identified.

Category: Continuous Improvement

Activity - Science Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to identify Science instructional resources aligned to NGSS and which have a literacy component.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Teachers, Curriculum Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reponse to Intervention	K-5 teachers will collaborate with the Intervention Teacher and Assistants to determine students in need of additional instruction. Together, they will develop a plan of action based on each student's academic needs.	Academic Support Program	12/01/2015	12/01/2016	\$100000	Intervention Teacher, Intervention Assistants, Classroom Teachers, Curriculum Specialist, Principal
Total					\$100000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sherman Newsletter	A monthly school newsletter will be distributed to all Sherman families which will include important dates/events and ways families can assist in continuing learning at home.	Parent Involvement	08/01/2016	12/01/2016	\$0	Principal, Curriculum Specialist
Constructed Response	Teachers in grades 2-5 will instruct students, on a weekly basis at minimum, on effective strategies for answering constructed response questions.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Danielson Framework	Teachers will be engaged in ongoing discussions regarding teacher effectiveness and the Danielson Framework. This will include PLC conversations as well as individual work.	Professional Learning	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist, Principal
Rtl	Teachers will work collaboratively to identify students in need of Rtl services utilizing the Universal Screener (MAP) as well as other indicators.	Academic Support Program	12/01/2015	12/01/2016	\$0	Classroom Teachers, Rtl Teacher
Monthly Staff Meetings	Teachers will be engaged in learning new instructional strategies during monthly staff meetings.	Professional Learning	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist, Principal
Vertical Alignment PLC	Teachers in grades K-5 will meet in a vertical PLC to ensure a consistent curriculum is delivered to all students.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist

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Word Attack Strategies	Teachers in grades K - 2 will collaborate to identify consistent language for word attack strategies. Teachers will implement word-attack instruction on a daily basis with all students.	Academic Support Program	12/01/2015	12/01/2016	\$0	K-2 teachers, Curriculum Specialist
PLCs	Teachers will collaborate to analyze common assessment results and determine next steps for instruction. Teachers will implement next steps in a timely manner.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Spanish Report Cards	Standards based report cards will be translated in Spanish and made available to Spanish speaking families.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, ESL Instructor
ESL Training	Teachers will participate in a training regarding strategies to enhance instruction for ELL students.	Academic Support Program	12/01/2015	12/01/2016	\$0	ESL Instructor, Teachers, Curriculum Specialist
Pacing Guides	Pacing guides will be implemented and monitored on a frequent basis.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Middle School Visit	5th Grade students will visit the middle school by the end of the 5th grade year to promote an awareness of the middle school building, staff, and programs. Middle school counselors will be invited to speak to 5th grade students regarding changes between elementary school and middle school expectations.	Career Preparation/Orientation	12/01/2015	06/01/2016	\$0	Counselor
Primary Common Assessments	Teachers in grades K-2 will administer common assessments. Results will be analyzed to determine next instructional steps. Teachers will implement the next instructional steps in a timely manner.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
PD Implementation & Monitoring	The implementation of professional development will be monitored by walkthroughs.	Academic Support Program	12/01/2015	12/01/2016	\$0	Curriculum Specialist, Principal
Progress Monitoring	Teachers will identify specific students and monitor their academic progress on a weekly basis. Teachers will intervene with students as needed.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Content Area Literacy	Teachers will engage student in content area reading and instruct applicable reading strategies in content areas, specifically science and social studies.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
PLC	Teachers will analyze common assessment data and develop plans for next steps in instruction based upon the assessment results.	Professional Learning	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
High School Spotlight	During a monthly PTT meeting, students and families will have the opportunity to learn about the programs available through Grant County High School, specifically through the Career and Technology Center.	Academic Support Program	12/01/2015	12/01/2016	\$0	Counselor

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Sherman Elementary

PLC Meetings	Weekly PLC meetings will include special education teachers.	Academic Support Program	12/01/2015	12/01/2016	\$0	Special Education Teachers, Curriculum Specialist, Principal
KCID	Teachers will engage students in opportunities to learn about perseverance and determination and how these concepts apply to the school setting.	Behavioral Support Program	12/01/2015	12/01/2016	\$0	Teachers, Counselor
Progress Monitoring	Student progress on common assessments will be monitored on a weekly basis.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Career Day	Students in grades K-5 will research a career of interest and present their findings to their class.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	Teachers
Science Instructional Resources	Teachers will collaborate to identify Science instructional resources aligned to NGSS and which have a literacy component.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
School Newsletter	A section will be included on the monthly newsletter regarding graduation requirements.	Academic Support Program	08/01/2016	12/01/2016	\$0	Principal, Curriculum Specialist
Career Education	Students will be engaged in learning about a career of choice, including the necessary education and training.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Targeted Groups	Train 4th and 5th grade teachers to identify Novice students after each unit assessment.	Academic Support Program	12/01/2015	12/01/2016	\$0	4th and 5th grade teachers, Curriculum Specialist
P-K Transition	Kindergarten teachers will meet with incoming kindergarten students and parents prior to the first day of school to gain familiarity with the school, teachers, and the Kindergarten program.	Career Preparation/Orientation	12/01/2015	08/22/2016	\$0	Kindergarten Teachers, FRC
High School Mentor	High school students will be invited to work with selected students in a mentor capacity.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers
Common Assessments	Teachers in grades K-5 will administer common assessments. The results will be analyzed to determine next steps for instruction.	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Data Analysis	Teachers will collaborate to analyze assessment data (KPREP, MAP, Common Assessments).	Academic Support Program	12/01/2015	12/01/2016	\$0	Teachers, Curriculum Specialist
Career Units of Study	Teachers in grades K-5 will develop and implement project based units of studies through which all students will explore a career of interest.	Career Preparation/Orientation	12/01/2015	12/01/2016	\$0	Teachers, Counselor, Curriculum Specialist
Total					\$0	

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Sherman Elementary

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Growth Mindset PD	Teachers will participate in a professional development session about the growth mindset and how it applies to teaching and learning.	Professional Learning	12/01/2015	12/01/2015	\$500	Teachers, Curriculum Specialist
Afterschool Tutoring	Teachers will identify students with an academic need and provide opportunities for students to participate in afterschool tutoring.	Academic Support Program	12/01/2015	12/01/2016	\$2500	Teachers, Principal
ESS Services	Students with identified weaknesses will be provided with the opportunity to participate in after-school tutoring.	Academic Support Program	12/01/2015	12/01/2016	\$5000	Teachers, Curriculum Specialist, Principal
Summer Learning	Selected students will have the opportunity to participate in a two-week summer school session.	Academic Support Program	12/01/2015	12/01/2016	\$4000	Principal, teachers
Total					\$12000	

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?

The questions we are trying to answer include: What students are in need of additional assistance? What is our overall educational goal? Are our instructional programs effective? How do we meet the needs of each individual student? Do professional development offerings help each individual teacher grow? Does professional development translate to the classroom?

The data tells us that we have more work to do moving forward, specifically in writing.

Areas of Strengths

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

Our overall performance level is continuing to show progress. Specifically, math growth is an area of strength. We have implemented teacher professional learning in the area of math to assist in sustaining this area of strength. Revised math common assessments implemented in grades K-5 are also a contributing factor to sustaining strong math growth.

Opportunities for Improvement

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

An area of improvement is writing. To improve this area we are focusing on providing opportunities on a weekly basis for students to demonstrate learning in all content areas.

Conclusion

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

Next steps are to meet with teachers, develop a timeline of action, and a method of monitoring.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Sherman Elementary will promote a vibrant culture of learning

Measurable Objective 1:

collaborate to develop a culture of continuous learning by 12/01/2016 as measured by Val-Ed Survey.

Strategy1:

KCID - Teachers will place a focus on perseverance and determination through KCID.

Category: Continuous Improvement

Research Cited:

Activity - KCID	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in opportunities to learn about perseverance and determination and how these concepts apply to the school setting.	Behavioral Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselor

Strategy2:

School Newsletter - A monthly school newsletter will be distributed to all Sherman families.

Category: Stakeholder Engagement

Research Cited:

Activity - Sherman Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A monthly school newsletter will be distributed to all Sherman families which will include important dates/events and ways families can assist in continuing learning at home.	Parent Involvement	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Curriculum Specialist

Goal 2:

Assist students in developing an awareness of the importance of graduating from high school.

Measurable Objective 1:

improve graduation rate by developing an awareness of the importance of a high school education by 12/01/2016 as measured by Gallup Survey.

KDE Comprehensive School Improvement Plan

Sherman Elementary

Strategy1:

School Newsletter - A "what it takes to graduate" section will be included on the monthly school newsletter.

Category: Persistence to Graduation

Research Cited:

Activity - School Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A section will be included on the monthly newsletter regarding graduation requirements.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Curriculum Specialist

Strategy2:

Spanish Report Cards - Standards based report cards will be translated and made available to Spanish speaking families.

Category: Persistence to Graduation

Research Cited:

Activity - Spanish Report Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based report cards will be translated in Spanish and made available to Spanish speaking families.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, ESL Instructor

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-2017 school year.

Measurable Objective 1:

57% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

K-5 Instructional Alignment - Teachers in grades K-5 will collaborate to ensure that the curriculum is accessible to all students.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Sherman Elementary

Activity - Vertical Alignment PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will meet in a vertical PLC, on a bi-annual basis, to ensure a consistent curriculum is delivered to all students.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Primary Common Assessments - Grades K-2 will participate in common assessments.

Category: Continuous Improvement

Research Cited:

Activity - Primary Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-2 will administer common assessments. Results will be analyzed to determine next instructional steps. Teachers will implement the next instructional steps in a timely manner.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy3:

ESL Collaboration - ESL Instructor will train teachers regarding strategies to enhance instruction for ELL students.

Category: Continuous Improvement

Research Cited:

Activity - ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a training regarding strategies to enhance instruction for ELL students. Teachers will implement strategies learned in classrooms.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	ESL Instructor, Teachers, Curriculum Specialist

Strategy4:

Assessment for Learning - Teachers will be engaged in professional learning regarding assessment for learning designed to increase teacher proficiency in formative assessment and feedback delivery.

Category: Continuous Improvement

Research Cited:

Activity - Assessment for Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs teachers will participate in professional learning regarding assessment for learning and effective feedback. Teachers will implement effective formative assessment and feedback strategies on a daily basis.	Academic Support Program	01/04/2016	06/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy5:

Rtl - Students will be identified for Rtl services through the Universal Screener (MAP) and other indicators.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Sherman Elementary

Research Cited:

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to identify students in need of Rtl services utilizing the Universal Screener (MAP) as well as other indicators.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Classroom Teachers, Rtl Teacher

Strategy6:

PLC - PLC meetings will include special education teachers.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will include special education teachers, their student's data and discussions about strategies to close the gap.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Special Education Teachers, Curriculum Specialist, Principal

Strategy7:

Summer Learning - Selected students will be invited to attend a two-week summer school session.

Category: Continuous Improvement

Research Cited:

Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will have the opportunity to participate in a two-week summer school session that will be structured to improve reading and math skills.	Academic Support Program	12/01/2015	06/01/2017	\$4000 - State Funds	Principal, teachers

Strategy8:

Progress Monitoring - The academic progress of students will be monitored on a weekly basis.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify specific students and monitor their academic progress on a weekly basis. Teachers will intervene with students as needed.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy9:

ESS Afterschool Opportunities - Selected students will have the opportunity to participate in afterschool tutoring.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Sherman Elementary

Research Cited:

Activity - Afterschool Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students with an academic need and provide opportunities for students to participate in afterschool tutoring to improve reading and math skills.	Academic Support Program	01/04/2016	06/01/2017	\$2500 - State Funds	Teachers, Principal

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

Goal 1:

Sherman Elementary will increase student awareness of College and Career Opportunities.

Measurable Objective 1:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/01/2016 as measured by the Gallup Survey.

Strategy1:

Kindergarten Readiness Screener - All incoming Kindergarten students will participate in readiness screening.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be assessed using the state Kindergarten Readiness Screener (Brigance).	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	K Teachers

Strategy2:

P-K Transition Night - Students transitioning to Kindergarten will have the opportunity to attend a informational night prior to the first day of school.

Category: Career Readiness Pathways

Research Cited:

Activity - P-K Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will meet with incoming kindergarten students and parents prior to the first day of school to gain familiarity with the school, teachers, and the Kindergarten program.	Career Preparation/ Orientation	12/01/2015	08/22/2016	\$0 - No Funding Required	Kindergarten Teachers, FRC

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

Goal 1:

Sherman Elementary will increase student awareness of College and Career Opportunities.

Measurable Objective 1:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/01/2016 as measured by the Gallup Survey.

Strategy1:

P-K Transition Night - Students transitioning to Kindergarten will have the opportunity to attend a informational night prior to the first day of school.

Category: Career Readiness Pathways

Research Cited:

Activity - P-K Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will meet with incoming kindergarten students and parents prior to the first day of school to gain familiarity with the school, teachers, and the Kindergarten program.	Career Preparation/ Orientation	12/01/2015	08/22/2016	\$0 - No Funding Required	Kindergarten Teachers, FRC

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-2017 school year.

Measurable Objective 1:

57% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

Summer Learning - Selected students will be invited to attend a two-week summer school session.

Category: Continuous Improvement

Research Cited:

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Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will have the opportunity to participate in a two-week summer school session that will be structured to improve reading and math skills.	Academic Support Program	12/01/2015	06/01/2017	\$4000 - State Funds	Principal, teachers

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

Goal 1:
Sherman Elementary will reduce the percent of novice students in reading and math from 18% to 13% in the 2016-2017 school year.

Measurable Objective 1:
65% of Fourth and Fifth grade students will demonstrate a proficiency achievement in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:
Reading Foundations - Teachers in grades K-2 will implement consistent instruction of word-attack strategies (sound it out, chunk it, skip it, etc) for all students.
Category: Continuous Improvement
Research Cited:

Activity - Word Attack Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 2 will collaborate to identify consistent language for word attack strategies. Teachers will implement word-attack instruction on a daily basis with all students.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	K-2 teachers, Curriculum Specialist

Strategy2:
ESS Services - Students with identified academic weaknesses will be provided with the opportunity to participate in after-school tutoring.
Category: Continuous Improvement
Research Cited:

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be provided with the opportunity to participate in after-school tutoring on a weekly basis.	Academic Support Program	01/04/2016	06/01/2017	\$5000 - State Funds	Teachers, Curriculum Specialist, Principal

Goal 2:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-

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2017 school year.

Measurable Objective 1:

57% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

Primary Common Assessments - Grades K-2 will participate in common assessments.

Category: Continuous Improvement

Research Cited:

Activity - Primary Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-2 will administer common assessments. Results will be analyzed to determine next instructional steps. Teachers will implement the next instructional steps in a timely manner.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Assessment for Learning - Teachers will be engaged in professional learning regarding assessment for learning designed to increase teacher proficiency in formative assessment and feedback delivery.

Category: Continuous Improvement

Research Cited:

Activity - Assessment for Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs teachers will participate in professional learning regarding assessment for learning and effective feedback. Teachers will implement effective formative assessment and feedback strategies on a daily basis.	Academic Support Program	01/04/2016	06/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy3:

ESS Afterschool Opportunities - Selected students will have the opportunity to participate in afterschool tutoring.

Category: Continuous Improvement

Research Cited:

Activity - Afterschool Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students with an academic need and provide opportunities for students to participate in afterschool tutoring to improve reading and math skills.	Academic Support Program	01/04/2016	06/01/2017	\$2500 - State Funds	Teachers, Principal

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Strategy4:

K-5 Instructional Alignment - Teachers in grades K-5 will collaborate to ensure that the curriculum is accessible to all students.

Category: Continuous Improvement

Research Cited:

Activity - Vertical Alignment PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will meet in a vertical PLC, on a bi-annual basis, to ensure a consistent curriculum is delivered to all students.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy5:

Summer Learning - Selected students will be invited to attend a two-week summer school session.

Category: Continuous Improvement

Research Cited:

Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will have the opportunity to participate in a two-week summer school session that will be structured to improve reading and math skills.	Academic Support Program	12/01/2015	06/01/2017	\$4000 - State Funds	Principal, teachers

Goal 3:

Increase the average combined reading and math proficiency scores from 42% to 59% during the 2016-2017 school year.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

Data Analysis - Assessment data (KPREP, MAP, Common Assessments) will be analyzed to determine appropriate next steps.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze assessment data (KPREP, MAP, Common Assessments) and determine next steps. Teachers will implement next steps in a timely manner.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Sherman Elementary will reduce the percent of novice students in reading and math from 18% to 13% in the 2016-2017 school year.

Measurable Objective 1:

65% of Fourth and Fifth grade students will demonstrate a proficiency achievement in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Targeted Groups - Fourth and fifth grade teachers will identify students performing in the novice range and provide differentiated instruction for these students in addition to core instruction.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 4th and 5th grade teachers to identify novice students after each unit assessment as well as how to provide differentiated instruction for these students.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	4th and 5th grade teachers, Curriculum Specialist

Strategy2:

Response to Intervention - Students in grades K-5 in need of intervention services will be identified and be provided with differentiated instruction in addition to core instruction.

Category: Continuous Improvement

Research Cited:

Activity - Reponse to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will collaborate with the Intervention Teacher and assistants to determine students in need of additional instruction. Together, they will develop a plan of action based on each student's academic needs.	Academic Support Program	01/04/2016	06/01/2017	\$100000 - Title I Schoolwide	Intervention Teacher, Intervention Assistants, Classroom Teachers, Curriculum Specialist, Principal

Strategy3:

ESS Services - Students with identified academic weaknesses will be provided with the opportunity to participate in after-school tutoring.

Category: Continuous Improvement

Research Cited:

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Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be provided with the opportunity to participate in after-school tutoring on a weekly basis.	Academic Support Program	01/04/2016	06/01/2017	\$5000 - State Funds	Teachers, Curriculum Specialist, Principal

Goal 2:

Sherman Elementary will promote a vibrant culture of learning

Measurable Objective 1:

collaborate to develop a culture of continuous learning by 12/01/2016 as measured by Val-Ed Survey.

Strategy1:

Teacher Effectiveness - Teachers will be engaged in ongoing discussions regarding teacher effectiveness based the Danielson Framework.

Category: Teacher PGES

Research Cited:

Activity - Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be engaged in ongoing discussions regarding teacher effectiveness and the Danielson Framework. This will include PLC conversations as well as individual work.	Professional Learning	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy2:

PLC - Teachers will work collaboratively to analyze assessment data and plan next steps for instruction.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze common assessment data and develop plans for next steps in instruction based upon the assessment results.	Professional Learning	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy3:

Growth Mindset - Teachers will engage in professional learning regarding the growth mindset.

Category: Professional Learning & Support

Research Cited:

Activity - Growth Mindset PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional development session about the growth mindset and how it applies to teaching and learning.	Professional Learning	01/04/2016	06/01/2017	\$500 - State Funds	Teachers, Curriculum Specialist

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27% to 57% in the 2016-2017 school year.

Measurable Objective 1:

57% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

Rtl - Students will be identified for Rtl services through the Universal Screener (MAP) and other indicators.

Category: Continuous Improvement

Research Cited:

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to identify students in need of Rtl services utilizing the Universal Screener (MAP) as well as other indicators.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Classroom Teachers, Rtl Teacher

Strategy2:

Assessment for Learning - Teachers will be engaged in professional learning regarding assessment for learning designed to increase teacher proficiency in formative assessment and feedback delivery.

Category: Continuous Improvement

Research Cited:

Activity - Assessment for Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs teachers will participate in professional learning regarding assessment for learning and effective feedback. Teachers will implement effective formative assessment and feedback strategies on a daily basis.	Academic Support Program	01/04/2016	06/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy3:

Summer Learning - Selected students will be invited to attend a two-week summer school session.

Category: Continuous Improvement

Research Cited:

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Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will have the opportunity to participate in a two-week summer school session that will be structured to improve reading and math skills.	Academic Support Program	12/01/2015	06/01/2017	\$4000 - State Funds	Principal, teachers

Strategy4:

K-5 Instructional Alignment - Teachers in grades K-5 will collaborate to ensure that the curriculum is accessible to all students.

Category: Continuous Improvement

Research Cited:

Activity - Vertical Alignment PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will meet in a vertical PLC, on a bi-annual basis, to ensure a consistent curriculum is delivered to all students.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy5:

Primary Common Assessments - Grades K-2 will participate in common assessments.

Category: Continuous Improvement

Research Cited:

Activity - Primary Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-2 will administer common assessments. Results will be analyzed to determine next instructional steps. Teachers will implement the next instructional steps in a timely manner.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy6:

PLC - PLC meetings will include special education teachers.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will include special education teachers, their student's data and discussions about strategies to close the gap.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Special Education Teachers, Curriculum Specialist, Principal

Strategy7:

ESS Afterschool Opportunities - Selected students will have the opportunity to participate in afterschool tutoring.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Sherman Elementary

Activity - Afterschool Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students with an academic need and provide opportunities for students to participate in afterschool tutoring to improve reading and math skills.	Academic Support Program	01/04/2016	06/01/2017	\$2500 - State Funds	Teachers, Principal

Strategy8:

Progress Monitoring - The academic progress of students will be monitored on a weekly basis.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify specific students and monitor their academic progress on a weekly basis. Teachers will intervene with students as needed.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy9:

ESL Collaboration - ESL Instructor will train teachers regarding strategies to enhance instruction for ELL students.

Category: Continuous Improvement

Research Cited:

Activity - ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a training regarding strategies to enhance instruction for ELL students. Teachers will implement strategies learned in classrooms.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	ESL Instructor, Teachers, Curriculum Specialist

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

N/A (this question does not apply)

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

Goal 1:

Sherman Elementary will increase student awareness of College and Career Opportunities.

Measurable Objective 1:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/01/2016 as measured by the Gallup Survey.

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Strategy1:

Career Day - Students in grades K-5 will have the opportunity to participate in Career Day.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will research a career of interest and present the findings to their class.	Career Preparation/ Orientation	12/01/2015	12/01/2016	\$0 - No Funding Required	Teachers

Strategy2:

P-K Transition Night - Students transitioning to Kindergarten will have the opportunity to attend a informational night prior to the first day of school.

Category: Career Readiness Pathways

Research Cited:

Activity - P-K Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will meet with incoming kindergarten students and parents prior to the first day of school to gain familiarity with the school, teachers, and the Kindergarten program.	Career Preparation/ Orientation	12/01/2015	08/22/2016	\$0 - No Funding Required	Kindergarten Teachers, FRC

Strategy3:

Career Exploration - Grade level teachers will develop units of study for career exploration.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will develop and implement project based units of study through which all students will explore a career of interest.	Career Preparation/ Orientation	12/01/2015	12/01/2016	\$0 - No Funding Required	Teachers, Counselor, Curriculum Specialist

Strategy4:

Transition to Middle School - 5th grade students will be provided with the opportunity to learn about middle school life.

Category: Career Readiness Pathways

Research Cited:

KDE Comprehensive School Improvement Plan

Sherman Elementary

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Grade students will visit the middle school by the end of the 5th grade year to promote an awareness of the middle school building, staff, and programs. Middle school counselors will be invited to speak to 5th grade students regarding changes between elementary school and middle school expectations.	Career Preparation/Orientation	12/01/2015	06/01/2016	\$0 - No Funding Required	Counselor

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 average combined reading and math proficiency scores from 42% to 59% during the 2016-2017 school year.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in achievement in Reading by 12/01/2016 as measured by KPREP.

Strategy1:

Constructed Response - Teachers will implement constructed response on a weekly basis.

Category: Continuous Improvement

Research Cited:

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will instruct students, on a weekly basis at minimum, on effective strategies for answering constructed response questions.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

Strategy2:

Content Area Literacy - Teachers will embed reading strategies in content area reading.

Category: Continuous Improvement

Research Cited:

Activity - Content Area Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in content area reading and instruct applicable reading strategies in content areas, specifically science and social studies.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist

Goal 2:

Sherman Elementary students will become proficient writers.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency of expressing content knowledge in Writing by 06/01/2017 as measured by KPREP.

Strategy1:

Informational Writing - Writing instruction will be embedded in all content areas.

Category: Continuous Improvement

Research Cited:

Activity - Informational Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be engaged in writing to demonstrate learning within each content area on a weekly basis.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

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

KDE Comprehensive School Improvement Plan

Sherman Elementary

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Sherman Elementary

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Sherman Elementary

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Sherman Elementary

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Teachers, Administration, SBDM parent representatives

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.29

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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

Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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Sherman Elementary

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.67

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.67

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

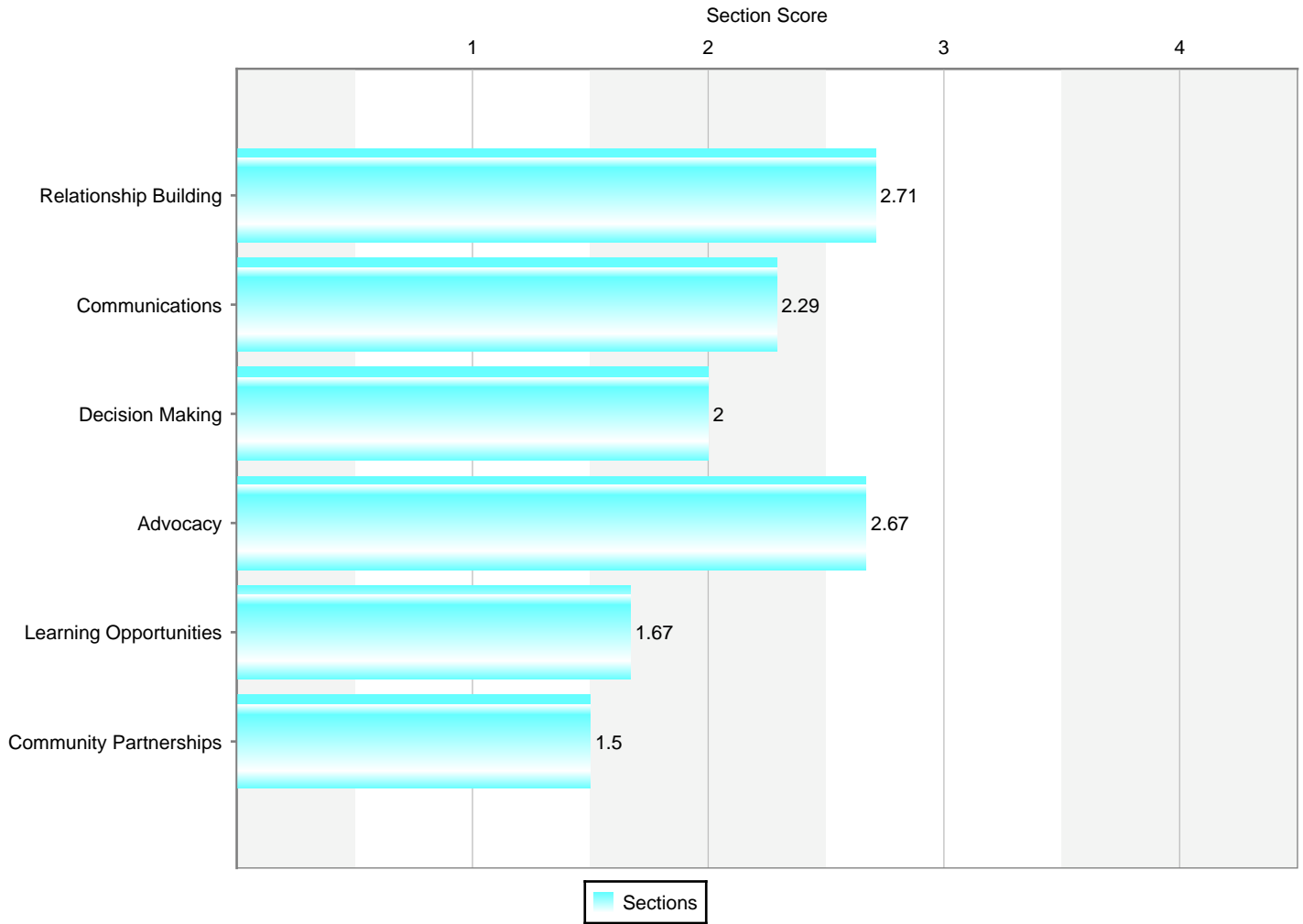
Reflection

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

Upon further reflection we have noticed that we have many areas, including the area of community involvement, in which we need to work on.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

During PLC meetings, all teachers were provided the opportunity to provide input to the CSIP. Parents were asked to provide input. The plan was shared, discussed, and approved by SBDM.

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

During PLC meetings, all teachers were provided the opportunity to provide input to the CSIP. Parents were asked to provide input. The plan was shared, discussed, and approved by 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 improvement plan was communicated to teachers through PLC meetings, parents through SBDM meeting, and additional stakeholders through the school website.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does 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	12/1/2012	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	12/1/2012	

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	10/15/15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/10/15	

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

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	8/1/15	

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

Label	Assurance	Response	Comment	Attachment
11.	Has 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
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	9/15/15	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

Daily Schedule

What sources of data were used to determine the barriers?

KPREP, MAP, Rti Progress Monitoring

What are the root causes of those identified barriers?

Amount of student academic need is greater than the available resources.

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

PGES data reveals that each teacher is accomplished in one or more areas.

Equitable Access Strategies

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

Classroom rosters are reviewed by a school team consisting of classroom teachers, special area teachers, special education teachers, and school administrators to ensure that an equitable distribution of students occurs prior to the start of each school year.

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

Classroom rosters are reviewed by a school team consisting of classroom teachers, special area teachers, special education teachers, and school administrators to ensure that an equitable distribution of students occurs prior to the start of each school year.

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

All teacher applications are processed through the district Talent Ed program.

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

Specific interview questions are designed to assess teacher knowledge of effective instructional techniques to address the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth.

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

There are a variety of supports in place for new teachers such as New Teacher Institute, Sherman Prep, and collaborative time with grade level colleagues. Teachers are provided with various leadership opportunities.

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

Prep which is designed to support teachers in the building.

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

School administration meets with these teachers individually to address specific needs. Follow-up is provided through classroom observations and additional meetings as needed.

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

We analyze TELL results to put in place professional development and leadership opportunities that motivate teachers to stay at our school and improve their professional capabilities.

Questions

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

PGES, PLCs, Professional Development opportunities