



# **KDE Comprehensive School Improvement Plan**

**Glasscock Elementary School**  
**Marion 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.

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## **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?**

Glasscock Elementary School has a student body of 458 rural students as of November 2015, pre-school through 5th grade, and is located in the beautiful landscape of Lebanon, KY. Our average daily attendance is 95.36%. The school consists of 22 classroom teachers and several support staff committed to the academic, social, and emotional growth of our children. Support staff include three resource classrooms, one speech and language classroom, a Reading Recovery/RTA classroom, a media/library area, a gymnasium, and an Arts & Humanities classroom.

Various programs are in place to foster success such as ESS daytime waiver, Reading Recovery, RTI, Read to Achieve, Read 180, Compass Learning, Simple Solutions Math, Write Steps, Houghton Mifflin Journeys, Number Worlds, A to Z reading and Reading Mastery. We also utilize the following Internet resources: xtramath.org, Brain Pop, Reflex Math, Kahn Academy, Accelerated Reader, Compass Learning and Starfall regularly. All of our teachers and principals have been trained in Kagan strategies thus enhancing cooperative learning for our students.

The student population consists of 230 male and 228 female students. Approximately 363 students are receiving free/reduced lunch, which is 79%. This population makes up our largest gap group. One of the challenges at Glasscock Elementary School is overcoming poverty.

Glasscock has a teacher student ratio of 15:1. We have 31 full time certified employees with an average of 14 years of teaching experience. For the 2015-2016 school year, GES has five National Board Certified teachers. Glasscock Elementary is experiencing turn over with teachers who have retired or changed positions in the building. This year we have a first year principal and assistant principal, a new library media specialist and new physical education teacher. Several of our teachers have also changed grade levels.

With new leadership it was time to change the vision and mission at Glasscock. Our vision statement is "Serve with Pride, Lead with Confidence and Inspire to Impact Lives." The staff and students have thoroughly embraced this vision. Our mission statement is: "We strive to develop student leaders with a love of learning and a strong sense of self-worth. Students will become respectful and responsible citizens who are on track to be college and career ready." We are working diligently to become a Leader in Me school by embracing "The 7 Habits of Happy Kids". We believe that this incentive will improve the climate and culture of the school as well as help develop positive life-long habits.

A master schedule has been created this present school year to allow collaboration time amongst classroom and resource teachers. Teachers meet in Professional Learning Communities weekly and focus on student results and outcomes to enhance student achievement. Student data binders have been created to help students focus on learning results. Data walls have been developed to help students and parents become aware of expectations and growth outcomes.

Our FRYSC is actively involved in providing an afterschool program that enhances educational development as well as a family outreach program. The annual Christmas Angel drive assists children in need and is sponsored by our FRYSC.

Glasscock has an active PTO that is involved in fundraising. Our largest contributing fundraiser is the annual Fall Festival and Candy Bar sales. The PTO purchased a Chromebook cart as well as KPREP awards. Our PTO meets monthly and includes student recognition of

SY 2015-2016



monthly Student of the Month awards.

Technology upgrading has been a primary focus this past and present school year. Mounted Smart Boards are present in all 28 classrooms including 3 preschool rooms, Arts and Humanities classroom, ECE classrooms and media/library area. We also have a laptop cart each with 30 student devices to be shared school wide as well as Chromebook carts. All classrooms have approximately 6 PC computers for student use.

We are very fortunate to offer numerous extra curricular including Student Technology Leadership Program (STLP), Academic Team, Quick Recall, Future Problem Solving, Junior BETA, Chess Club and Girls on the Run. Girls on the Run is another after-school program that fosters the mental and physical well being of participating female students.

Each year our staff is dedicated to creating opportunities for our parents to be involved in. These activities include Starbooks Café, Family Reading Nights, Parent Teacher Conferences, Scholastic Book Fair family opportunities, Grandparents Week luncheon and Parent Teacher Organization monthly meetings. We also host an Orientation and Ice Cream Social for incoming preschoolers and kindergarteners. 4th and 5th grade students participate in monthly conservation classes. 4H community leaders provide opportunities for our 4th grade. Our local police station collaborates with 5th grade to offer DARE classes. All 2-5th grades students were presented with the opportunity to participate in the Ky Farm Bureau and Kentucky Conservation poster competition. Many grades participated in the cultural Ham Days Poster and associated community events.

## **School's Purpose**

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

The Glasscock Elementary Mission Statement as determined by our staff and SBDM Council: "We strive to develop student leaders with a love of learning and a strong sense of self-worth. Students will become respectful and responsible citizens who are on track to be college and career ready."

Currently, our staff is focused on providing cooperative learning strategies that will prepare students for the 21st century global community. Our Vision Statement: "Serve with Pride, Lead with Confidence and Inspire to Impact Lives" embodies preparing future leaders for tomorrow.

### **Belief Statements**

- Students will become responsible citizens who develop into successful young adults who are college and career ready.
- High standards and expectations are maintained through a system of accountability for all students, staff and parents.
- The school, home, parents, and community must share responsibility for the needs and development of children, while fostering an appreciation for individual differences and cultures.
- Students are given opportunities to solve problems competently and to think critically and creatively

Currently, our 4th and 5th graders complete student leader job applications to serve as volunteers within the school such as door greeters, preschool helpers, kindergarten buddies, and breakfast assistants. We believe that career readiness starts at the elementary level.

GES has high expectations for every student and policies in place to ensure a viable and rigorous curriculum. To make our report cards parent friendly, our report cards display a numeric grade as well as standards based information. Our report cards display the standards written in parent friendly terms. Conventional grading occurs in spelling, science, and social studies.

Our staff members are focused on providing 21st Century Skills to prepare our students for their future. Differentiated centers occur daily with students learning, exploring, and receiving direct instruction in small groups. Support staff is also used to create a student centered environment during reading and math instruction. Classified staff is used to create optimal instructional settings for small groupings. The use of extra teaching staff during math and reading have created an environment to better meet student needs. We have dedicated time daily to focus and hone in on each individual student's needs.

GES offers a variety of instructional after school programs: STLP, Academic Team, Future Problem Solving Team, Book Club, Girls on the Run, Chess Club, Junior BETA, 21st century, and FRYSC activities. We also utilize the following Internet resources: xtramath.org, Brain Pop, Reflex Math, Kahn Academy, Accelerated Reader, Compass Learning and Starfall regularly.

Glasscock Elementary makes a committed effort to incorporate the arts which is reflected in our master schedule and Program Review. We provide band and choir opportunities for musically inclined students. Several of our students have auditioned for the Kentucky All-State Choir. 4-H speeches provide opportunities to explore drama and public speaking. Our annual Spring Showcase allows students to showcase music, dance, and drama abilities. Visual arts are creatively explored and constantly displayed throughout the school.

## **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.**

Glasscock Elementary has 5 National Board Certified Teachers. Our choir members have participated in the Regional and State Choral Festivals. Our Arts and Humanities teacher was named one of the top three elementary teachers in the Ashland Teacher of the Year program. She was recognized in Frankfort at the State Capital from our KY Governor and Commissioner of Education. Our Arts and Humanities teacher was also named as the KMEA 4th district Music Educator of the Year and was recognized at the 4th District Treble Chorus Concert in September. This accomplishment also puts her in the running for the KMEA Elementary Music Educator of the Year for Kentucky.

We have numerous new clubs that have been implemented for this school year. The new clubs are: Chess Club, Junior BETA and Random Acts of Kindness. Our students are exhilarated for these opportunities. We have 33 students who are signed up to attend the BETA convention this year. Our attendance at monthly PTO meetings has increased for a total of 15 teachers and parents to approximately 50-60 with student performances and recognition.

Our accountability score raised from 61.4 in 2013-14 to a 64.0 in 2014-15. Our Proficient and Distinguished scores in Reading increased from a 49.7 in 2013-14 to a 52.9 in 2014-15. Our Proficient and Distinguished scores in Math increased from a 46.1 in 2013-14 to a 50.8 in 2014-15. Our Proficient and Distinguished scores in Social Studies increased from a 54.3 in 2013-14 to a 58.6 in 2014-15. Our Proficient and Distinguished scores in Writing increased from a 26.5 in 2013-14 to a 28.6 in 2014-15. Our next steps are in place for improving writing school-wide with implementation of a consistent writing program in grades kindergarten through 4th grade. Our fifth grade completes weekly on-demand writing tasks with frequent live scoring. High expectations and higher order thinking skills are a priority at Glasscock. With continuous focus on student results and use of data, we hope to move out of the Needs Improvement category to Proficiency.

## **Additional Information**

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

Glasscock Elementary School is dedicated to the academic, social, and emotional growth of children. We have implemented several new extracurricular activities such as Chess Club and Junior BETA to support the growth of students.

We are continuing the "Leader in Me" process to develop a positive climate and culture within the school and contribute to a life long goal of positive decision making.

Safety remains to be a primary focus which includes the following:

- Close supervision at all times
- All exterior doors are locked at all times during the school day
- All visitors report to the office area for a visitors pass
- Lockdown procedures are in place and practiced in August and January each year. All teachers are aware of these procedures. Drills are performed regularly.
- All classroom doors remain closed and locked during the school day
- Dismissal procedures are in place to ensure safety as students exit the building
- No one enters the building without using the buzzer system. These people are identified prior to being "buzzed" into the building and report to the office to sign in.
- All classrooms doors are locked at all times. All classroom doors remain closed and locked during the school day.
- The building is secured during our afternoon parent pick up. The car line has added a measure of security by decreasing the amount of people in the lobby during this time.

# **2015-16 GES Comprehensive School Improvement Plan**

# Overview

**Plan Name**

2015-16 GES Comprehensive School Improvement Plan

**Plan Description**

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## 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	Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$140000
2	GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$34000
3	PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$6000
4	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

### Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS; 13% in writing in Reading by 06/30/2016 as measured by KPREP test..

### Strategy 1:

Formative Assessment - Teachers will ensure that formative assessments are congruent with standards based instruction. Grade level teachers will collaborate to align formative assessment with learning targets. Teachers will use timed assessments and cold reads to build testing stamina. They will also use GradeCam to receive immediate results for planning of next steps. Principal, Instructional Coaches and teachers will meet in regular Professional Learning Communities to analyze student data from formative assessments, to determine next steps and to work together to find appropriate resources for reteaching. Teachers will share successful strategies during this time.

Category: Continuous Improvement

Research Cited: DurFour, R. (2010). Learning by Doing: A Handbook of Professional Learning Communities at Work. New York, NY. Solution Tree.

Hattie, J. (2011). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY. Routledge.

Jackson, R. (2013) Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom. New York, NY. Association for Supervision and Curriculum Development.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize common assessments and pacing guides to help student achievement growth. Using these common assessments along with MAP, SRI, etc. teachers will examine data and determine appropriate interventions in accordance with RTI procedures.	Direct Instruction	12/01/2015	11/30/2016	\$2000	General Fund	Teachers, Instructional Coaches, Principal, Assistant Principal

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use standards-based grading to ensure mastery of standards. Report cards will be parent friendly using a numeric grade for all subject areas with a detailed report indicated mastery of standards in reading and math.	Academic Support Program	12/01/2015	11/30/2016	\$0	No Funding Required	Principal and teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals and teachers will meet with students to set individual goals to increase student ownership and to motivate in ways they can improve. Teachers will utilize data binders regularly.	Academic Support Program	12/01/2015	11/30/2016	\$0	No Funding Required	Principals and teachers
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**Strategy 2:**

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$135000	Read to Achieve, Title I Schoolwide, State Funds	Principal, Teachers, Instructional Coaches, Intervention Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule, Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0	No Funding Required	Classroom Teachers Support Staff

Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0	No Funding Required	Classroom Teachers Instructional Coaches

**Strategy 3:**

Curriculum and Instruction - A school wide focus on intentional lesson planning on learning targets, new standards, formative assessments and

Category: Continuous Improvement

Research Cited: Bloom's Taxonomy, Rick and Becky DuFour, Rick Stiggins

Activity - Guaranteed Viable Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Intentional planning will be the foundation for our work. All school staff will intentionally plan for lessons including rigor, higher level questioning, aligned learning targets, and formative assessment. The purpose of this work will help us focus on what students are expected to do at each grade level, how we know if they have learned it and what we are going to do if they have not. Pacing guides are monitored frequently by teachers, principal and instructional coaches.	Academic Support Program	12/01/2015	11/30/2016	\$0	No Funding Required	Principal, teachers and instructional coaches.
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Activity - Rigor/Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure rigor and higher order thinking skills are taking place in their daily instruction. Professional learning will occur to help teachers increase rigor in their classrooms through school visits, instructional coaching, and principal information/formal feedback. The GES staff will explore and continue to learn different ways to increase rigor in their classroom.	Academic Support Program	12/01/2015	11/30/2016	\$1000	State Funds	Principals, teachers, instructional coaches

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn high impact literacy strategies such as: close reading, reading for meaning, etc.. to use during core instruction. Reading and writing instruction will be intertwined so that they can build upon one another. Teachers in grades K-4 will use the Write Steps program to create a common writing curriculum. Teachers are using the Abell and Atherton model for on demand writing. Our RTA teacher is working with instructional assistants to increase knowledge of literacy strategies to use during guided reading groups. On-going literacy professional development will occur throughout the school year.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Title I Schoolwide	Principals, Teachers, Instructional Coaches, RTA Teacher

**Strategy 4:**

Implementing a Strong School Vision - Our school will implement a new school vision of Serve with Pride, Lead with Confidence and Inspire to Impact Lives. Because of this, student leadership is a priority. Students have opportunities for leadership roles throughout the school. We will also incorporate Leader in Me strategies.

Category: Continuous Improvement

Research Cited: Stephen Covey's Leader in Me model

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team of staff members will be devised to build leader capacity throughout the school. Teachers will collaborate together to gain knowledge and share with their grade level through school visits, book studies, articles and other professional learning.	Parent Involvement, Academic Support Program, Behavioral Support Program	12/01/2015	11/30/2016	\$500	Title I Schoolwide	Principals, Teachers

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Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increased student leadership opportunities will occur such as: "Student Jobs," Junior BETA, greeters, Chess Club, STLP and others.	Parent Involvement, Academic Support Program, Behavioral Support Program	12/01/2015	11/30/2016	\$500	Title I Schoolwide	Principals, teachers, students

**Goal 2: GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19**

**Measurable Objective 1:**

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

**Strategy 1:**

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will work on individual learning pathway before, during and after school.	Academic Support Program	12/01/2015	11/30/2016	\$16000	Title I Part A	ESS and classroom teachers

Activity - RTI team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0	No Funding Required	All teachers, guidance counselor, principals

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As determined by Brigrance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000	Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC
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Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000	State Funds	Teachers, Daytime Wavier staff

**Strategy 2:**

Understanding Poverty - Because 79% of our students are free and reduced, our staff will participate in opportunities to understand poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, "Understanding Poverty"

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0	No Funding Required	Principals and teachers

## Goal 3: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

**Measurable Objective 1:**

collaborate to build capacity in principal, teacher and other professional's understanding of the PGES components by 06/30/2016 as measured by next generation professionals data..

**Strategy 1:**

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS usage, etc.

Category: Professional Learning & Support

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Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through PLC meetings, monthly PD academies and/or faculty meetings, professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	No Funding Required	District leaders and school leaders
Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to articles and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District Funding	District and School Leaders
Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	State Funds	Instructional Supervisor, principals

**Measurable Objective 2:**

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by Board meetings minutes, superintendent evaluation in ASSIST, leadership team meeting agendas, certified evaluation plan..

**Strategy 1:**

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that needs to be changed based upon teacher and administrator feedback from this year's experience of PGES Implementation along with adding specifics regarding student growth goals and measuring of low, expected or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	No Funding Required	Instructional supervisor, 50/50 committee members
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Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Instructional Supervisor

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	No Funding Required	Superintendent, Instructional Supervisor, principals

## Goal 4: Novice Reduction Goal

### Measurable Objective 1:

collaborate to reduce the % of novice scoring students in math from 13.6 and in reading from 15.7 in 2014-15 to less than 10% by 05/29/2020 as measured by state and local assessments.

### Strategy 1:

Progress Monitoring with On-Going Interventions - The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systematic response to intervention process.	Academic Support Program, Behavioral Support Program	08/03/2015	10/27/2016	\$0	No Funding Required	All staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI team meetings	Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0	All teachers, guidance counselor, principals
PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor
Feedback	Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0	Classroom Teachers Instructional Coaches
Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that needs to be changed based upon teacher and administrator feedback from this year's experience of PGES Implementation along with adding specifics regarding student growth goals and measuring of low, expected or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	Instructional supervisor, 50/50 committee members
Differentiated Instruction	Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0	Classroom Teachers Support Staff



# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Response to Intervention	The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systematic response to intervention process.	Academic Support Program, Behavioral Support Program	08/03/2015	10/27/2016	\$0	All staff
PLCs, Staff Development Days and/or Faculty Meetings	Through PLC meetings, monthly PD academies and/or faculty meetings, professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	District leaders and school leaders
Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Goal Setting	Principals and teachers will meet with students to set individual goals to increase student ownership and to motivate in ways they can improve. Teachers will utilize data binders regularly.	Academic Support Program	12/01/2015	11/30/2016	\$0	Principals and teachers
Book Study	Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0	Principals and teachers
Standards Based Grading	Teachers will use standards-based grading to ensure mastery of standards. Report cards will be parent friendly using a numeric grade for all subject areas with a detailed report indicated mastery of standards in reading and math.	Academic Support Program	12/01/2015	11/30/2016	\$0	Principal and teachers
Guaranteed Viable Curriculum	Intentional planning will be the foundation for our work. All school staff will intentionally plan for lessons including rigor, higher level questioning, aligned learning targets, and formative assessment. The purpose of this work will help us focus on what students are expected to do at each grade level, how we know if they have learned it and what we are going to do if they have not. Pacing guides are monitored frequently by teachers, principal and instructional coaches.	Academic Support Program	12/01/2015	11/30/2016	\$0	Principal, teachers and instructional coaches.
<b>Total</b>					<b>\$0</b>	

**KDE Comprehensive School Improvement Plan**

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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to articles and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District and School Leaders
<b>Total</b>					\$5000	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Targeted students will work on individual learning pathway before, during and after school.	Academic Support Program	12/01/2015	11/30/2016	\$16000	ESS and classroom teachers
<b>Total</b>					\$16000	

**Read to Achieve**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$45000	Principal, Teachers, Instructional Coaches, Intervention Staff
<b>Total</b>					\$45000	

**State Funds**

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

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Peer Observation Training	Each teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	Instructional Supervisor, principals
Rigor/Higher Order Thinking Skills	Teachers will ensure rigor and higher order thinking skills are taking place in their daily instruction. Professional learning will occur to help teachers increase rigor in their classrooms through school visits, instructional coaching, and principal information/formal feedback. The GES staff will explore and continue to learn different ways to increase rigor in their classroom.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Principals, teachers, instructional coaches
Progress Monitoring	All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$15000	Principal, Teachers, Instructional Coaches, Intervention Staff
Daytime Waiver ESS	We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000	Teachers, Daytime Wavier staff
<b>Total</b>					<b>\$32000</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness Activities	As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000	Principal, support staff at Central office, preschool and kindergarten teachers, FRC
Literacy Strategies	Teachers will learn high impact literacy strategies such as: close reading, reading for meaning, etc.. to use during core instruction. Reading and writing instruction will be intertwined so that they can build upon one another. Teachers in grades K-4 will use the Write Steps program to create a common writing curriculum. Teachers are using the Abell and Atherton model for on demand writing. Our RTA teacher is working with instructional assistants to increase knowledge of literacy strategies to use during guided reading groups. On-going literacy professional development will occur throughout the school year.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Principals, Teachers, Instructional Coaches, RTA Teacher

**KDE Comprehensive School Improvement Plan**

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Progress Monitoring	All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$75000	Principal, Teachers, Instructional Coaches, Intervention Staff
Staff Leadership	A leadership team of staff members will be devised to build leader capacity throughout the school. Teachers will collaborate together to gain knowledge and share with their grade level through school visits, book studies, articles and other professional learning.	Parent Involvement, Academic Support Program, Behavioral Support Program	12/01/2015	11/30/2016	\$500	Principals, Teachers
Student Leadership	Increased student leadership opportunities will occur such as: "Student Jobs," Junior BETA, greeters, Chess Club, STLP and others.	Parent Involvement, Academic Support Program, Behavioral Support Program	12/01/2015	11/30/2016	\$500	Principals, teachers, students
<b>Total</b>					<b>\$80000</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Teachers will utilize common assessments and pacing guides to help student achievement growth. Using these common assessments along with MAP, SRI, etc. teachers will examine data and determine appropriate interventions in accordance with RTI procedures.	Direct Instruction	12/01/2015	11/30/2016	\$2000	Teachers, Instructional Coaches, Principal, Assistant Principal
<b>Total</b>					<b>\$2000</b>	

## **KDE Needs Assessment**

## **Introduction**

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

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## **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?**

KPREP data of 3rd graders scored 55.6% Proficient & Distinguished in Reading. In Math, they scored 47.6% Proficient & Distinguished. KPREP data of 4th graders scored 46.6% Proficient & Distinguished in Reading. In Math, they scored 58.6% Proficient & Distinguished. In Language Mechanics, 4th grade students scored 56.9% Proficient & Distinguished. KPREP data of 5th graders scored 55.7% Proficient & Distinguished in Reading. In Math, they scored 47.1% Proficient & Distinguished. In Social Studies, they scored 58.6% Proficient & Distinguished. 5th grade Writing scores revealed 28.6% Proficient & Distinguished. Response to Intervention plans are in place to assist all students in grades 3-5 whose scores falls below state levels.

The recent TELL survey given in the spring of 2015 show that 85% and above teachers feel positive about class size, safe and adequate physical environment and that instructional practices support student learning. This data tells us that GES continues to strive and looks for ways to increase student knowledge and readiness. The data also shows that many strategies GES has implemented are effective for the majority of the students. The data also tells us that there is a portion of students who are not being reached and continue to score at the novice level. Glasscock staff is looking at student data and answering the question of how to reach all students for growth.

Data analysis includes outcomes from the Unbridled Learning assessment system, the TELL KY Survey along with other data such as common assessments and progress monitoring. Local assessments include MAP testing, Benchmarking, Brigance, Accelerated Reader, live scoring writing events, and teacher developed materials.

When we analyze the data we are looking for areas of strengths and weaknesses. We also look to see if the programs and people we have in place are helping us move forward academically. If we are not moving forward in an area, we look to see if the data can help us pinpoint the specific areas we need to work on. We look to see if there are trends within content areas and across grade levels, also to see if there are trends in growth of any particular area.

## **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?**

We had an increase in reading, math, social studies and writing from 2013-14 to 2014-15. In 2013-14, the students scored 49.7 in reading and the score increased to 52.9 in 2014-15. In 2013-14, the students scored 46.1 in math and increased to 50.8 in 2014-15. In 2013-14, the students scored 54.3 in Social Studies and increased to 58.6 in 2014-15. In 2013-14, the students scored 26.5 in writing and increased to 28.6 in 2014-15.

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## **Opportunities for Improvement**

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

Writing is one area of improvement at that we are focused on. We have implemented a consistent writing plan using Write Steps for grades K-4th. Our 5th grade are focused on using on demand prompts daily in their writing. Our intermediate grade levels participate in regular live scoring sessions with instructional coaches. We also have a Daytime Waiver ESS instructor focused on 5th grade writing one day per week.

We are using PLC's to continuously look at student data and seek opportunities for improvement. Teams of teachers in intermediate levels are using school visits to gather information regarding higher order thinking skills and rigor to implement in their own classrooms. Teachers have reviewed and revised student groupings to better meet the needs of students. We also have another Daytime Waiver instructor who is dedicated to intermediate grade levels in reading and math four days per week. We have requested more live scoring sessions for the opportunity to give specific, detailed feedback so that students are aware of what Our actions need to be taken in order to improve in writing.

We are also working diligently to maximize time and staff strengths. Core instruction time is protected and valued. We are making changes. If these changes do not seem to be effective we try something different. Our priority is student learning and growth.

## **Conclusion**

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

Next Steps:

- Continue PLC work to disaggregate data and appropriately group students according to needs
- Continue to implement write steps and train staff on writing strategies
- Use instructional coaches to guide and model for new teachers
- Use feedback to grow students
- Use student binders to track data and progress
- Use data boards to track student progress throughout the school year
- Use RTI and ESS for intervention
- Use MAP data and common assessment data to make instructional decisions for students and teachers.

## **KDE Compliance and Accountability - Schools**

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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.

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## Planning and Accountability Requirements

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

### Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

### Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

### Strategy1:

Implementing a Strong School Vision - Our school will implement a new school vision of Serve with Pride, Lead with Confidence and Inspire to Impact Lives. Because of this, student leadership is a priority. Students have opportunities for leadership roles throughout the school.

We will also incorporate Leader in Me strategies.

Category: Continuous Improvement

Research Cited: Stephen Covey's Leader in Me model

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team of staff members will be devised to build leader capacity throughout the school. Teachers will collaborate together to gain knowledge and share with their grade level through school visits, book studies, articles and other professional learning.	Behavioral Support Program Academic Support Program Parent Involvement	12/01/2015	11/30/2016	\$500 - Title I Schoolwide	Principals, Teachers

### Goal 2:

All students at Glasscock Elementary School will receive the support services they need to be successful with achievement and behavior.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior which will help them be more successful students in English Language Arts by 05/22/2015 as measured by ESS participation, intervention program data, and discipline records.

### Strategy1:

Programs & Interventions - The school will provide a variety of programs and interventions to help students be more successful with

## KDE Comprehensive School Improvement Plan

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achievement and behavior. Blue and green on the behavior chart constitutes a reward for Fun Friday. A school-wide incentive to improve climate and culture is being utilized with the Leader in Me process.

Category: Management Systems

Research Cited:

Activity - Title 1 collaborating teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will continue to provide Title 1 collaborating teachers to offer intervention programs to students and to lower class size/ group numbers in the areas of reading, writing, math and/ or science.	Academic Support Program	08/11/2014	05/22/2015	\$100000 - Title I Schoolwide	Principal and Reading Recovery teachers

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research Leader in Me process and share ways to motivate students with blue ticket rewards, Student of the month, and fun day.	Behavioral Support Program	08/11/2014	05/22/2015	\$0 - No Funding Required	Principal and Learning Environment Committee

### Goal 3:

GAP Goal-All GES GAP students will improve proficiency as follows:Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

### Measurable Objective 1:

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

### Strategy1:

Understanding Poverty - Because 79% of our students are free and reduced, our staff will participate in opportunities to understand poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, "Understanding Poverty"

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

### Strategy2:

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

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Activity - RTI team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	All teachers, guidance counselor, principals

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

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

## Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

## Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

## Strategy1:

Implementing a Strong School Vision - Our school will implement a new school vision of Serve with Pride, Lead with Confidence and Inspire to Impact Lives. Because of this, student leadership is a priority. Students have opportunities for leadership roles throughout the school. We will also incorporate Leader in Me strategies.

Category: Continuous Improvement

Research Cited: Stephen Covey's Leader in Me model

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team of staff members will be devised to build leader capacity throughout the school. Teachers will collaborate together to gain knowledge and share with their grade level through school visits, book studies, articles and other professional learning.	Behavioral Support Program Parent Involvement Academic Support Program	12/01/2015	11/30/2016	\$500 - Title I Schoolwide	Principals, Teachers

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Activity - Student Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student leadership opportunities will occur such as: "Student Jobs," Junior BETA, greeters, Chess Club, STLP and others.	Parent Involvement Academic Support Program Behavioral Support Program	12/01/2015	11/30/2016	\$500 - Title I Schoolwide	Principals, teachers, students

## Strategy2:

Formative Assessment - Teachers will ensure that formative assessments are congruent with standards based instruction. Grade level teachers will collaborate to align formative assessment with learning targets. Teachers will use timed assessments and cold reads to build testing stamina. They will also use GradeCam to receive immediate results for planning of next steps. Principal, Instructional Coaches and teachers will meet in regular Professional Learning Communities to analyze student data from formative assessments, to determine next steps and to work together to find appropriate resources for reteaching. Teachers will share successful strategies during this time.

Category: Continuous Improvement

Research Cited: DurFour, R. (2010). Learning by Doing: A Handbook of Professional Learning Communities at Work. New York, NY. Solution Tree.

Hattie, J. (2011). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY. Routledge.

Jackson, R. (2013) Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom. New York, NY. Association for Supervision and Curriculum Development.

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards-based grading to ensure mastery of standards. Report cards will be parent friendly using a numeric grade for all subject areas with a detailed report indicated mastery of standards in reading and math.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal and teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments and pacing guides to help student achievement growth. Using these common assessments along with MAP, SRI, etc. teachers will examine data and determine appropriate interventions in accordance with RTI procedures.	Direct Instruction	12/01/2015	11/30/2016	\$2000 - General Fund	Teachers, Instructional Coaches, Principal, Assistant Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and teachers will meet with students to set individual goals to increase student ownership and to motivate in ways they can improve. Teachers will utilize data binders regularly.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

## Strategy3:

Curriculum and Instruction - A school wide focus on intentional lesson planning on learning targets, new standards, formative assessments and



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Category: Continuous Improvement

Research Cited: Bloom's Taxonomy, Rick and Becky DuFour, Rick Stiggins

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn high impact literacy strategies such as: close reading, reading for meaning, etc.. to use during core instruction. Reading and writing instruction will be intertwined so that they can build upon one another. Teachers in grades K-4 will use the Write Steps program to create a common writing curriculum. Teachers are using the Abell and Atherton model for on demand writing. Our RTA teacher is working with instructional assistants to increase knowledge of literacy strategies to use during guided reading groups. On-going literacy professional development will occur throughout the school year.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - Title I Schoolwide	Principals, Teachers, Instructional Coaches, RTA Teacher

Activity - Guaranteed Viable Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional planning will be the foundation for our work. All school staff will intentionally plan for lessons including rigor, higher level questioning, aligned learning targets, and formative assessment. The purpose of this work will help us focus on what students are expected to do at each grade level, how we know if they have learned it and what we are going to do if they have not. Pacing guides are monitored frequently by teachers, principal and instructional coaches.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal, teachers and instructional coaches.

Activity - Rigor/Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure rigor and higher order thinking skills are taking place in their daily instruction. Professional learning will occur to help teachers increase rigor in their classrooms through school visits, instructional coaching, and principal information/formal feedback. The GES staff will explore and continue to learn different ways to increase rigor in their classroom.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - State Funds	Principals, teachers, instructional coaches

## Strategy4:

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program

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Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Instructional Coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$75000 - Title I Schoolwide \$45000 - Read to Achieve \$15000 - State Funds	Principal, Teachers, Instructional Coaches, Intervention Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Support Staff

**Goal 2:**

GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

**Measurable Objective 1:**

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

**Strategy1:**

Understanding Poverty - Because 79% of our students are free and reduced, our staff will participate in opportunities to understand poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, "Understanding Poverty"

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

### Strategy2:

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

Activity - RTI team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	All teachers, guidance counselor, principals

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will work on individual learning pathway before, during and after school.	Academic Support Program	12/01/2015	11/30/2016	\$16000 - Title I Part A	ESS and classroom teachers

Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000 - State Funds	Teachers, Daytime Wavier staff

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

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

### Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

### Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

**Strategy1:**

Formative Assessment - Teachers will ensure that formative assessments are congruent with standards based instruction. Grade level teachers will collaborate to align formative assessment with learning targets. Teachers will use timed assessments and cold reads to build testing stamina. They will also use GradeCam to receive immediate results for planning of next steps. Principal, Instructional Coaches and teachers will meet in regular Professional Learning Communities to analyze student data from formative assessments, to determine next steps and to work together to find appropriate resources for reteaching. Teachers will share successful strategies during this time.

Category: Continuous Improvement

Research Cited: DurFour, R. (2010). Learning by Doing: A Handbook of Professional Learning Communities at Work. New York, NY.

Solution Tree.

Hattie, J. (2011). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY. Routledge.

Jackson, R. (2013) Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom. New York, NY.

Association for Supervision and Curriculum Development.

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards-based grading to ensure mastery of standards. Report cards will be parent friendly using a numeric grade for all subject areas with a detailed report indicated mastery of standards in reading and math.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal and teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments and pacing guides to help student achievement growth. Using these common assessments along with MAP, SRI, etc. teachers will examine data and determine appropriate interventions in accordance with RTI procedures.	Direct Instruction	12/01/2015	11/30/2016	\$2000 - General Fund	Teachers, Instructional Coaches, Principal, Assistant Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and teachers will meet with students to set individual goals to increase student ownership and to motivate in ways they can improve. Teachers will utilize data binders regularly.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

**Strategy2:**

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Instructional Coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$15000 - State Funds \$75000 - Title I Schoolwide \$45000 - Read to Achieve	Principal, Teachers, Instructional Coaches, Intervention Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Support Staff

**Goal 2:**

GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

**Measurable Objective 1:**

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

**Strategy1:**

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000 - State Funds	Teachers, Daytime Wavier staff

### Narrative:

Brigance Assessment for Kindergarten Readiness

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

### Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

### Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

### Strategy1:

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Support Staff

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Instructional Coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$75000 - Title I Schoolwide \$45000 - Read to Achieve \$15000 - State Funds	Principal, Teachers, Instructional Coaches, Intervention Staff

**Goal 2:**

GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

**Measurable Objective 1:**

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

**Strategy1:**

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

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

## Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

## Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

## Strategy1:

Implementing a Strong School Vision - Our school will implement a new school vision of Serve with Pride, Lead with Confidence and Inspire to Impact Lives. Because of this, student leadership is a priority. Students have opportunities for leadership roles throughout the school. We will also incorporate Leader in Me strategies.

Category: Continuous Improvement

Research Cited: Stephen Covey's Leader in Me model

Activity - Student Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased student leadership opportunities will occur such as: "Student Jobs," Junior BETA, greeters, Chess Club, STLP and others.	Academic Support Program Behavioral Support Program Parent Involvement	12/01/2015	11/30/2016	\$500 - Title I Schoolwide	Principals, teachers, students

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team of staff members will be devised to build leader capacity throughout the school. Teachers will collaborate together to gain knowledge and share with their grade level through school visits, book studies, articles and other professional learning.	Parent Involvement Behavioral Support Program Academic Support Program	12/01/2015	11/30/2016	\$500 - Title I Schoolwide	Principals, Teachers

## Strategy2:

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program



# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Instructional Coaches

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Support Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$45000 - Read to Achieve \$75000 - Title I Schoolwide \$15000 - State Funds	Principal, Teachers, Instructional Coaches, Intervention Staff

### Strategy3:

Formative Assessment - Teachers will ensure that formative assessments are congruent with standards based instruction. Grade level teachers will collaborate to align formative assessment with learning targets. Teachers will use timed assessments and cold reads to build testing stamina. They will also use GradeCam to receive immediate results for planning of next steps. Principal, Instructional Coaches and teachers will meet in regular Professional Learning Communities to analyze student data from formative assessments, to determine next steps and to work together to find appropriate resources for reteaching. Teachers will share successful strategies during this time.

Category: Continuous Improvement

Research Cited: DurFour, R. (2010). Learning by Doing: A Handbook of Professional Learning Communities at Work. New York, NY.

Solution Tree.

Hattie, J. (2011). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY. Routledge.

Jackson, R. (2013) Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom. New York, NY.

Association for Supervision and Curriculum Development.

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and teachers will meet with students to set individual goals to increase student ownership and to motivate in ways they can improve. Teachers will utilize data binders regularly.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards-based grading to ensure mastery of standards. Report cards will be parent friendly using a numeric grade for all subject areas with a detailed report indicated mastery of standards in reading and math.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal and teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments and pacing guides to help student achievement growth. Using these common assessments along with MAP, SRI, etc. teachers will examine data and determine appropriate interventions in accordance with RTI procedures.	Direct Instruction	12/01/2015	11/30/2016	\$2000 - General Fund	Teachers, Instructional Coaches, Principal, Assistant Principal

## Strategy4:

Curriculum and Instruction - A school wide focus on intentional lesson planning on learning targets, new standards, formative assessments and

Category: Continuous Improvement

Research Cited: Bloom's Taxonomy, Rick and Becky DuFour, Rick Stiggins

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn high impact literacy strategies such as: close reading, reading for meaning, etc.. to use during core instruction. Reading and writing instruction will be intertwined so that they can build upon one another. Teachers in grades K-4 will use the Write Steps program to create a common writing curriculum. Teachers are using the Abell and Atherton model for on demand writing. Our RTA teacher is working with instructional assistants to increase knowledge of literacy strategies to use during guided reading groups. On-going literacy professional development will occur throughout the school year.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - Title I Schoolwide	Principals, Teachers, Instructional Coaches, RTA Teacher

Activity - Rigor/Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure rigor and higher order thinking skills are taking place in their daily instruction. Professional learning will occur to help teachers increase rigor in their classrooms through school visits, instructional coaching, and principal information/formal feedback. The GES staff will explore and continue to learn different ways to increase rigor in their classroom.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - State Funds	Principals, teachers, instructional coaches

# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Guaranteed Viable Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional planning will be the foundation for our work. All school staff will intentionally plan for lessons including rigor, higher level questioning, aligned learning targets, and formative assessment. The purpose of this work will help us focus on what students are expected to do at each grade level, how we know if they have learned it and what we are going to do if they have not. Pacing guides are monitored frequently by teachers, principal and instructional coaches.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal, teachers and instructional coaches.

## Goal 2:

GAP Goal-All GES GAP students will improve proficiency as follows:Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

## Measurable Objective 1:

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

## Strategy1:

Understanding Poverty - Because 79% of our students are free and reduced, our staff will participate in opportunities to understand poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, "Understanding Poverty"

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

## Strategy2:

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will work on individual learning pathway before, during and after school.	Academic Support Program	12/01/2015	11/30/2016	\$16000 - Title I Part A	ESS and classroom teachers

Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000 - State Funds	Teachers, Daytime Wavier staff

Activity - RTI team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	All teachers, guidance counselor, principals

**Goal 3:**

PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

**Measurable Objective 1:**

collaborate to build capacity in principal, teacher and other professional's understanding of the PGES components by 06/30/2016 as measured by next generation professionals data..

**Strategy1:**

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS usage, etc.

Category: Professional Learning & Support

Research Cited:

Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, monthly PD academies and/or faculty meetings, professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0 - No Funding Required	District leaders and school leaders

## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000 - State Funds	Instructional Supervisor, principals

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to articles and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000 - District Funding	District and School Leaders

### Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by Board meetings minutes, superintendent evaluation in ASSIST, leadership team meeting agendas, certified evaluation plan..

### Strategy1:

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Research Cited:

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent, Instructional Supervisor, principals

## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that needs to be changed based upon teacher and administrator feedback from this year's experience of PGES Implementation along with adding specifics regarding student growth goals and measuring of low, expected or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0 - No Funding Required	Instructional supervisor, 50/50 committee members

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0 - No Funding Required	Instructional Supervisor

### Goal 4:

Novice Reduction Goal

### Measurable Objective 1:

collaborate to reduce the % of novice scoring students in math from 13.6 and in reading from 15.7 in 2014-15 to less than 10% by 05/29/2020 as measured by state and local assessments.

### Strategy1:

Progress Monitoring with On-Going Interventions - The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December.

Category: Learning Systems

Research Cited:

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systematic response to intervention process.	Behavioral Support Program Academic Support Program	08/03/2015	10/27/2016	\$0 - No Funding Required	All staff

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

GAP Goal-All GES GAP students will improve proficiency as follows: Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

**Measurable Objective 1:**

demonstrate a proficiency Increase reading from 46.8% to 55.6%; math from 44.4% to 49.4%; SS from 40% to 71.4%; writing from 22.5 to 50%. by 05/15/2015 as measured by KPREP.

**Strategy1:**

Interventions - Students will be identified through MAP data, classroom and district common assessment data to receive additional support to learn content specific standards. Student progress will be monitored to determine whether interventions are successful or need to be increased.

Category: Continuous Improvement

Research Cited: MAP assessments and Response to Interventions model

Activity - RTI team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified through MAP data to receive RTI interventions and support to create differentiated, direct instruction.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	All teachers, guidance counselor, principals

Activity - Kindergarten Readiness Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As determined by Brigance testing data, we have a high population of students who were not ready for kindergarten skills. Because of this, we will work with Preschool and Kindergarten families to close this gap.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - Title I Schoolwide	Principal, support staff at Central office, preschool and kindergarten teachers, FRC

## KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will work on individual learning pathway before, during and after school.	Academic Support Program	12/01/2015	11/30/2016	\$16000 - Title I Part A	ESS and classroom teachers

Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Daytime Waiver ESS funds to provide small group instruction on assisting students in mastery of standards. Students will be targeted via assessment data.	Academic Support Program	12/01/2015	11/30/2016	\$15000 - State Funds	Teachers, Daytime Wavier staff

### Strategy2:

Understanding Poverty - Because 79% of our students are free and reduced, our staff will participate in opportunities to understand poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, "Understanding Poverty"

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study by Ruby Payne, "Understanding Poverty."	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principals and teachers

### Goal 2:

Novice Reduction Goal

### Measurable Objective 1:

collaborate to reduce the % of novice scoring students in math from 13.6 and in reading from 15.7 in 2014-15 to less than 10% by 05/29/2020 as measured by state and local assessments.

### Strategy1:

Progress Monitoring with On-Going Interventions - The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December.

Category: Learning Systems

Research Cited:



# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systematic response to intervention process.	Behavioral Support Program Academic Support Program	08/03/2015	10/27/2016	\$0 - No Funding Required	All staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

## Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading; 6% in math; 4% in SS;13% in writing in Reading by 06/30/2016 as measured by KPREP test..

## Strategy1:

Interventions and Enrichments - Teachers will identify below proficient students in reading and math based on MAP assessment data. ESS teachers will work with identified students two to three times a week.

Category: Continuous Improvement

Research Cited: Guided literacy, research review of literature, teacher recommendations, Compass learning program

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will review assessment data/running records to develop an individualized plan for all students. It is imperative that we create a plan for all students, even at the proficient and distinguished level. Our staff will also review common assessment data and live scoring information to guide next steps for each individual student. Systems of interventions through the RTI process is a focus of our work. Our PLC meetings are also a time for teachers to share successful strategies.	Academic Support Program	12/01/2015	11/30/2016	\$45000 - Read to Achieve \$15000 - State Funds \$75000 - Title I Schoolwide	Principal, Teachers, Instructional Coaches, Intervention Staff

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in live scoring events with Instructional Coaches so that On Demand Writing assignments can be scored and direct feedback given to students. Teachers will also practice giving specific, detailed feedback on student work so that students know what they need to do in order to grow.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Instructional Coaches

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to determine intervention and enrichment areas. Time will be carved into the master schedule. Teachers will target students who need RTI interventions.	Direct Instruction	12/01/2015	11/30/2016	\$0 - No Funding Required	Classroom Teachers Support Staff

**Strategy2:**

Curriculum and Instruction - A school wide focus on intentional lesson planning on learning targets, new standards, formative assessments and

Category: Continuous Improvement

Research Cited: Bloom's Taxonomy, Rick and Becky DuFour, Rick Stiggins

Activity - Rigor/Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure rigor and higher order thinking skills are taking place in their daily instruction. Professional learning will occur to help teachers increase rigor in their classrooms through school visits, instructional coaching, and principal information/formal feedback. The GES staff will explore and continue to learn different ways to increase rigor in their classroom.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - State Funds	Principals, teachers, instructional coaches

**KDE Comprehensive School Improvement Plan**

Glasscock Elementary School

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn high impact literacy strategies such as: close reading, reading for meaning, etc.. to use during core instruction. Reading and writing instruction will be intertwined so that they can build upon one another. Teachers in grades K-4 will use the Write Steps program to create a common writing curriculum. Teachers are using the Abell and Atherton model for on demand writing. Our RTA teacher is working with instructional assistants to increase knowledge of literacy strategies to use during guided reading groups. On-going literacy professional development will occur throughout the school year.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - Title I Schoolwide	Principals, Teachers, Instructional Coaches, RTA Teacher

Activity - Guaranteed Viable Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional planning will be the foundation for our work. All school staff will intentionally plan for lessons including rigor, higher level questioning, aligned learning targets, and formative assessment. The purpose of this work will help us focus on what students are expected to do at each grade level, how we know if they have learned it and what we are going to do if they have not. Pacing guides are monitored frequently by teachers, principal and instructional coaches.	Academic Support Program	12/01/2015	11/30/2016	\$0 - No Funding Required	Principal, teachers and instructional coaches.

**Goal 2:**

PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

**Measurable Objective 1:**

collaborate to build capacity in principal, teacher and other professional's understanding of the PGES components by 06/30/2016 as measured by next generation professionals data..

**Strategy1:**

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS usage, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000 - State Funds	Instructional Supervisor, principals

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## **KDE Assurances - School**

**Introduction**

KDE Assurances - School

DRAFT

## 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

Glasscock Elementary School

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

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

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

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

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

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

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

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



# KDE Comprehensive School Improvement Plan

Glasscock Elementary School

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

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

Glasscock Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.marion.k12.ky.us/school_home.aspx?schoolid=6">http://www.marion.k12.ky.us/school_home.aspx?schoolid=6</a>	

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**

Glasscock Elementary School

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

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

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

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

## **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.

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Stakeholders

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

Principals, teachers and SBDM members were engaged in the purpose of completing the Missing Piece diagnostic.

DRAFT

## Relationship Building

Overall Rating: 2.86

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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: 2.86

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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



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

DRAFT

## Decision Making

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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Glasscock Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

DRAFT

## Advocacy

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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: 2.5

	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 open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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: 2.5

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

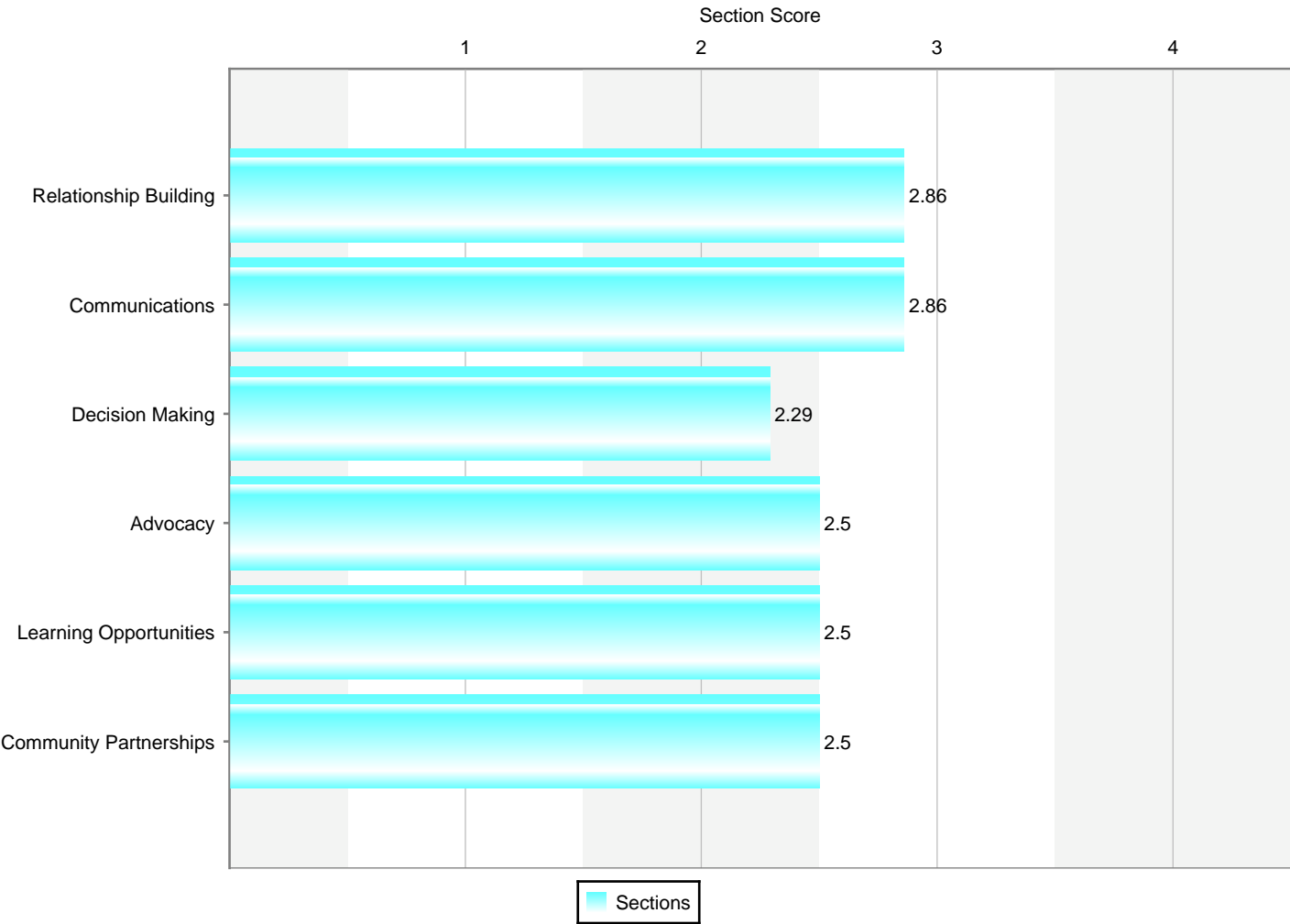
## Reflection

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

At Glasscock Elementary School one of our strengths is relationships. Genuine caring for students and their families support our relationship building across all settings. Communication is also seen as a pattern of strength. Various forms of communication are used to provide feedback on student successes as well as give parents and students a chance to return thoughts and feedback to the school. A trend in the areas with which we can improve would include recruiting parents to be more involved with committees, SBDM voting and giving parents more opportunities to have a voice in decision making. We will implement surveys so that we are aware of parent concerns and needs. We will also seek opportunities to include community partnerships.

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.

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## **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.**

On October 15, 2015, the Marion County Leadership Team with parents, community members, and Board of Education members met to discuss the strengths and weaknesses of each school's KPREP scores. Each principal was responsible for presenting plans for improving student achievement. This meeting is shown on the local Channel 6 news to the communities of Marion County. These weaknesses serve as a guide of areas of improvement for our Comprehensive School Improvement Plan.

All faculty members are a part of the planning process, this is complete in PLC and faculty meetings as well as email communication. The Comprehensive School Improvement Plan was presented at a PTO meeting in the evening.

SBDM members are also aware of the importance of a strong CSIP and how it affects the expectations throughout the school year. Parent suggestions are always listened to and implemented if it is what is best for our students.

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

During SBDM meetings, parents and visitors have the opportunity to listen and discuss ideas for school improvement. Regular updates with data are discussed. The CSIP is a major part of the SBDM discussions. Before approval, SBDM parents have the opportunity to add suggestions to the document.

When the school report card is released, the school faculty meet to review the scores and discuss strengths and needs. Teachers and parents offer suggestions to the improvement plan. SBDM council meet and offer suggestions to the improvement plan for regular and GAP students. The faculty meets in teams to discuss what we need to keep and what areas we need to add items to. Teachers met in November to offer suggestions to meet student needs. The plan was shared with staff to obtain feedback and suggestions.

All certified teaching staff is part of the improvement planning process. The council reviews the suggest in a meeting and the plan is presented at a PTO meeting.

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

After the draft is reviewed by stakeholders a final copy is developed. A copy of the final improvement plan will be provided for SBDM members. The document will be linked to our school website. Information regarding access to the plan will be described in one of our monthly school newsletters. Copies will be made available to the school for parents who request a written copy. The improvement plan will be discussed in detail in a PTO meeting.

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# **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.

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## 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	The SBDM Council adopted the EMP on 10/14/2014. The SBDM reviewed the EMP on October 12, 2015 and again on October 29, 2015.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The SBDM Council adopted the EMP on 10/14/2014. The SBDM reviewed the EMP on October 12, 2015 and again on October 29, 2015.	

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	A copy of the school's EMP and floor plan was provided to local first responders.	

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	Reviewed October 12, 2015 and October 29, 2015 by SBDM council.	

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	The EMP was reviewed with staff on August 3, 2015.	

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

**KDE Comprehensive School Improvement Plan**

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

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	The local fire marshall reviewed the designated safe zones for severe weather and are posted in each room.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Procedures have been developed for students to follow during an earthquake. The procedure has been practiced with the students as well.	

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	All visitors that enter the building must sign in through the front office and wear a visitor badge. Every morning the custodian verifies that all exterior doors are locked. Teachers are instructed to keep classroom doors locked.	

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 <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire: August 2015 Lockdown: August 2015 Severe Weather: August 2015 Earthquake: August 2015	

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



## 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”.

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## 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?

- I. Student Efficacy (student conduct; over-representation in certain sub-groups within discipline data; lack of knowledge on how to communicate and help students living in poverty to set goals and to build grit; lack of opportunities for students to have multiple opportunities to display content mastery)
- II. Perceptions of Parental Involvement (teacher lack of understanding; lack of adjustments to our behaviors when data informs us that parent involvement is disproportional; lack of resources and partnerships with appropriate agencies to provide additional student supports;
- III. Working Conditions (physical school environment does not always reflect and display the best qualities of our students and community and use it to strive for excellence-lack of display of student quality work; more professional learning opportunities;

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

Class size reports, school achievement data, TELL survey reports, equity tab on the school report cards, highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups, and any other relevant data have been examined to help find areas of strength and improvements, parent attendance

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

Student Efficacy  
 Perceptions of Parental Involvement  
 Working Conditions

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

PGES is to have every student taught by an effective teacher and every school led by an effective principal.

## 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.**

SBDM council has a student assignment policy that are reviewed each 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?**

Principals along with collaboration of staff assign students to classrooms based upon multiple sources of data.

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

The district started an exit survey to help identify ways that we can continue to retain our teachers. Partnerships have been strengthened with surrounding Universities and their teacher prep programs to increase observation and student teaching experiences. Many of our leaders participate in the exit interview processes at these sites. Currently district supplemental benefits are being examined to ensure that the best price for benefits is being secured so that take-home pay is maximized. Salary analysis for all job categories is on-going to ensure that we are comparable and competitive. At the school level, we have a culture of support and care amongst our staff, so that our teachers are exciting and want to stay at our school.

**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?**

We have developed a partnership with Campbellsville University's world language department in which international students work in our classrooms to support students and teachers. The staff is currently doing a book study of Ruby Payne's, "Understanding Poverty." We have partnerships with ELL and ESL teachers and Primary Talent Pool/Gifted and Talented teacher.

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

We support one another. We have teacher leaders who have researched and studied different avenues of professional learning and hosted school wide professional developments to share this knowledge. District-wide professional development academies are offered monthly to differentiate the learning opportunities and are based upon teacher requests. We have monthly Teacher of the Month incentives. A dinner is provided to our teachers at Christmas and snacks around Teacher Appreciation Week. We also have "bucket fillers" for our staff. Teachers  
SY 2015-2016

have the opportunity to feel each others' buckets with positive comments.

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

First year, inexperienced teachers are members of the KTIP committee. They are provided with a mentor the entire first year of their teaching experience. Inexperienced or out-of-field teachers also receive support from their grade level teams and administrators. Monthly PD academies are available as well.

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

Principals along with instructional coaches are monitoring student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning on ways to support and help teachers be more effective in the classroom

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

TELL survey results are analyzed district-wide to help determine learning topics for leadership meetings along with other needs needed throughout the district or for specific leaders. In addition these reports help us to decide upon different learning opportunities to offer for our teachers. Leadership, Teaching & Learning, High Expectations and Communication is the bases of all of our work.

## Questions

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

**\*\*Proficiency Goal**

Strategy--Implementing a Strong School Vision

Activity--Staff Leadership

**\*\*GAP Goal**

Strategy--Understanding Poverty

Activity--Book study

**\*\*PGES Goal**

Strategy--Professional Learning and Support

Activity--Certified Evaluation Committee

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