



Comprehensive School Improvement Plan

**Muhlenberg South Elementary
Muhlenberg County**

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		school equity doc

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Muhlenberg South Elementary school consists of a majority of English Language learners with a 69.1% Free/Reduced lunch rate. Our student population includes 36% children with disabilities. Our teaching staff includes a rate of 87% having 4 or more years experience while 13.8% have less than 3%.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Poverty and home life is a barrier for education in this community. The majority of the community in this area are below the poverty level.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity goals #2

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Muhlenberg South Elementary will provide Equitable instruction for all students within our building.

Measurable Objective 1:

collaborate to provide equitable instruction by providing all students access to qualified teachers that are certified in the subject area being taught by 05/18/2017 as measured by Data pertaining to hiring personnel in required field.

Strategy1:

Hiring process/Improvement - Each interview will require that the teacher be certified in the field of expertise for the job requested.

Category: Professional Learning & Support

Research Cited:

Activity - Interview/ hiring criteria	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Applicants must be certified in the subject area that is interviewed for	Policy and Process	07/01/2016	05/18/2017	\$0 - District Funding	Grayson Wells

Phase I - The Missing Piece

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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?

Grayson Wells

Leigh Ann Sherrod

Kim Meadows

Parents and Community

MSES Staff

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Relationship Building

Overall Rating: 3.57

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

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

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

Communications

Overall Rating: 3.43

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
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

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

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Decision Making

Overall Rating: 3.43

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

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

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	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

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Advocacy

Overall Rating: 3.5

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

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

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

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

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 3.33

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff 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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

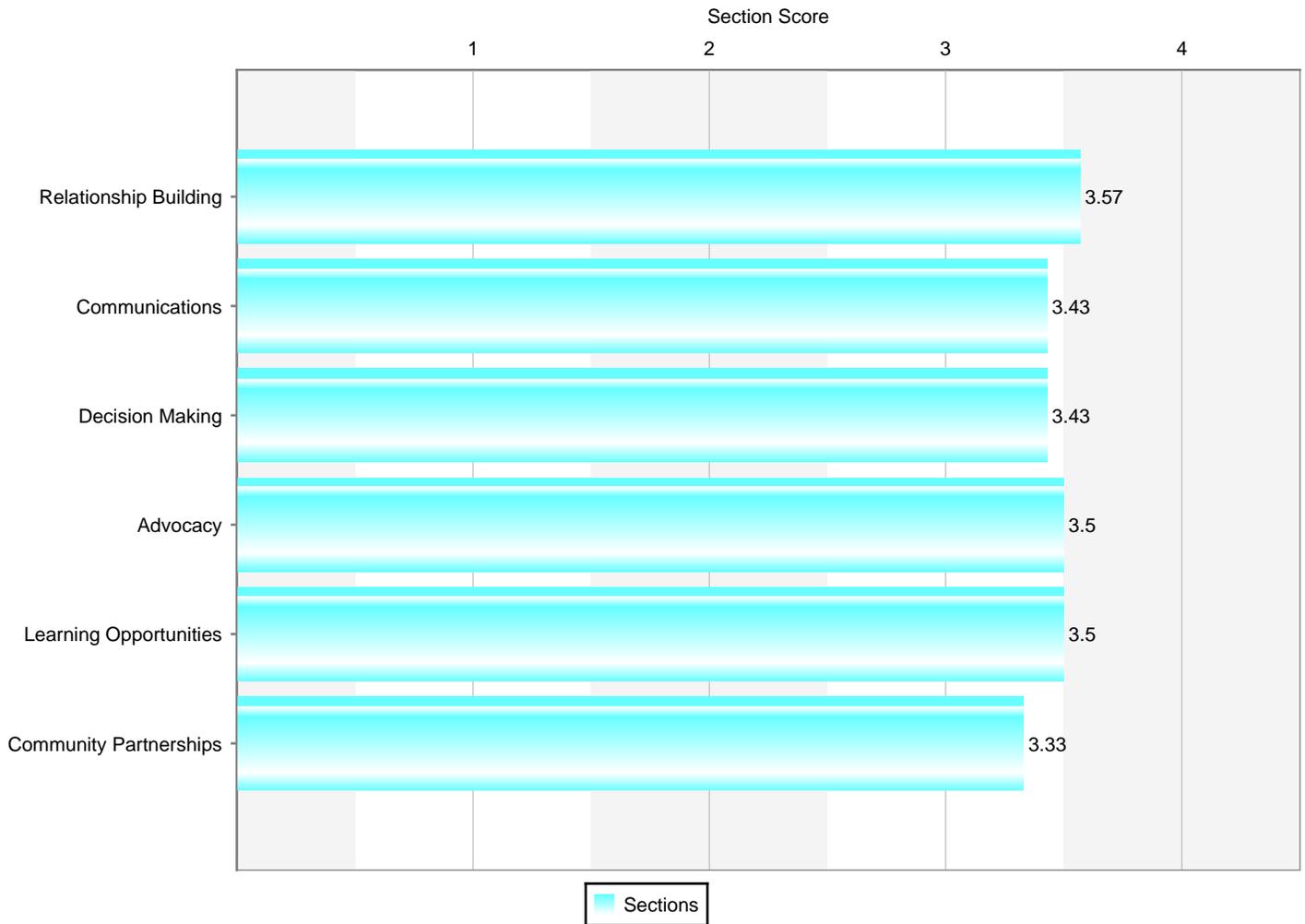
Reflect upon your responses to each of the Missing Piece objectives.

MSES strives to have input from our staff, community and all stakeholders involved with our school. We evaluate various ideas to make the best learning environment possible for all students. Student achievement is our ultimate focus, but we also try to make an environment that reaches the whole child. Hard work is viewed throughout our building and teachers and staff strive daily to help them succeed.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

The CSIP process began by having all certified staff disaggregate data with the all certified staff. Teachers were given professional development credit for their time spent for CSIP creation. The Family Resource center used a survey for parents and community to retrieve information about our school. All information was compiled to create the various requirements for the SBDM.

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

Parents and Community were involved through a Survey.

Teachers and Staff were involved through Data Disaggregation and CSIP planning meetings and also the Tell survey.

Administration facilitated meetings

Information was presented to the SBDM for final approval.

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

The final improvement plan will be available to all stakeholders through our School website, at the school site, and a copy can be retrieved at the Muhlenberg County Central office. School Based Decision Members will receive a copy of the final plan and a copies are available upon request and digitally through the school website. Community members can receive a copy upon request from the school and it will also be published on the internet via our school/district web site.

Phase I - Needs Assessment

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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?

The data currently tells us where improvements need to be made for our students. Listed below are figures based upon the Novice and Apprentice groups within our school. The information tells us that we need to be specifically targeting students within various groups.

The 2013-14 K-Prep test results provides evidence that-

36.9 % of students in assessment grades performed at the Novice/Apprentice levels in Reading.

41.0% of students scored at the Novice/Apprentice level in Math.

18.7 % of students scored at the Novice/ Apprentice level in Science.

16.4% of students scored at the Novice/ Apprentice level in Social Studies.

37.3% of students scored at the Novice/ Apprentice level in Writing.

50.6% of students scored at the Novice/ Apprentice level in Language Mechanics.

The 2014-15 K-Prep test results provides evidence that-

46.8% of students in assessment grades performed at the Novice/Apprentice levels in Reading.

45.3% of students scored at the Novice/Apprentice level in Math.

33.0% of students scored at the Novice/ Apprentice level in Social Studies.

58% of students scored at the Novice/ Apprentice level in Writing.

41.5% of students scored at the Novice/ Apprentice level in Language Mechanics.

The 2015-16 K-Prep test results provides evidence that-

40.2% of students in assessment grades performed at the Novice/Apprentice levels in Reading.

47.5% of students scored at the Novice/Apprentice level in Math.

44.5% of students scored at the Novice/ Apprentice level in Social Studies.

60% of students scored at the Novice/ Apprentice level in Writing.

50.6% of students scored at the Novice/ Apprentice level in Language Mechanics.

The data does not provide information on the effective needs of students.

The data does not provide specific information on student performance in content strands/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?

A strong focus on Reading led to an increase in Reading scores. Novice and apprentice scores dropped 6.6 point for an improved score of 40.2%

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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?

South Elementary will focus on improving all subject areas scores with concentrations in Reading, Math. We are beginning to target our instruction for specific students based upon MAP scores, Tier data and Aims web probes.

We plan to improve areas of need by implementing more effective Guided Reading strategies, Response to Intervention tactics and improving our test taking strategies abilities.

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Conclusion

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

Use data to improve instruction, making it geared more to student needs and more individualized instruction. Implement more focused test taking strategies. Create a Leadership committee to aid in decision making for various curriculum needs.

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2016-17 CSIP

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Overview

Plan Name

2016-17 CSIP

Plan Description

2016-17 CSIP

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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	Increase the averaged combined reading and math K-Prep scores for Elementary and Middle students from 44% in 2012 to 72% in 2017	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$23500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$500
3	Increase the scores for the program reviews to Proficiency or greater in Arts and Humanities, Practical Living, Writing, and the Primary program review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Teachers will have ownership in decision making through Professional Committees as a need.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	All Kindergarten students will be assessed upon entry and instruction will be targeted to the individual needs of students.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	Increase the average combined Reading and Math proficiency ratings for 3rd grade students	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
7	Next Generation Professionals	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$5000
8	Increase the On- Demand Writing scores by reducing the percentage of combined novice and apprentice.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	Muhlenberg South Elementary will provide Equitable instruction for all students within our building.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for Elementary and Middle students from 44% in 2012 to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall Reading and Math for South Elementary to 64.3% by 05/18/2017 as measured by K-PREP.

Strategy 1:

Curriculum Assessment - MSES will implement a K-PREP scrimmage at least once a semester.

Category: Continuous Improvement

Activity - Scrimmage Preparation and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scrimmage materials will be created and implemented to be given once a semester. They will be monitored and timed to increase stamina and comprehension.	Academic Support Program	11/01/2016	05/31/2017	\$0	No Funding Required	Administration and Certified Staff
Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Measured Academic Progress assessment will be administered three times per year. It will be administered in the Fall, Winter and Spring.	Academic Support Program	10/01/2016	05/31/2017	\$0	Other	Leigh Sherrod Certified Staff

Strategy 2:

Reading and Math Proficiency - MSES will target students to increase levels of proficiency in Math and Reading through the use of text books, skill books and small group instruction.

Category: Continuous Improvement

Activity - Small Group Instruction in Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed within smaller working groups to help target their individual needs for Reading and Math. Teachers will use various resources to accomplish this task.	Direct Instruction	11/01/2016	05/31/2017	\$0	General Fund	2nd Grade certified staff
Activity - Reading Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MSES students in grades K-5 will use computer software which will allow students to progress at their own rates on various skills and strategies.	Academic Support Program	08/15/2016	05/31/2017	\$0	District Funding	Grayson Wells Leigh Sherrod Certified staff

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Activity - Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading textbooks were purchased for grades 1st grade. Certified Staff will implement these textbooks into daily instruction.	Academic Support Program	08/08/2016	05/31/2017	\$23000	State Funds	Grayson Wells Leigh Sherrod Certified Staff

Strategy 3:

Guided Reading - The Fountas and Pinelle Reading Strategies will be implemented school wide.

Category: Early Learning

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and 1st grade students will join in the process of benchmark assessment that is practiced school wide to determine reading levels within classrooms. Guided reading practice will carry on by using leveled readers and small group instruction to aid with students reading on their own individual skill levels.	Academic Support Program	08/08/2016	05/31/2017	\$500	General Fund	Grayson Wells Leigh Sherrod Certified staff

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

Measurable Objective 1:

collaborate to increase the overall proficiency from 53.1% in 2015 to 63.8% for our gap group by 05/31/2017 as measured by K-PREP.

Strategy 1:

Progress Monitoring - Data will be used from various sources such as Aims Web, Fountas and Pinnell, Map and scrimmages to determine if instruction is effective.

Teachers will compare data and adjust instruction based on data outcomes and findings.

Category: Learning Systems

Activity - Monitor Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Data to determine the instructional effectiveness and monitor progress.	Academic Support Program	10/01/2016	05/31/2017	\$0	No Funding Required	Certified Teachers

Strategy 2:

RTI - Teachers will monitor progress of students and place students in appropriate tier groups for intervention. Interventions will be delivered by classroom teacher.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place students in appropriate tier groups for added instruction in reading and math. If student attains tier III status then the student will receive assistance from the classroom teacher within the needed subject area.	Academic Support Program	08/08/2016	06/01/2017	\$0	No Funding Required	Administration and Certified Staff

Strategy 3:

Student Assistance - Students will receive assistance from a staff member in the mornings to aid in homework and assignments that could not be completed at home.

Category:

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Breakfast Club will aid students with assignments that could not be completed at home. Students will have a staff person to answer questions and give the needed assistance that will help them attain their goal of proficiency.	Academic Support Program	08/08/2016	05/31/2017	\$0	General Fund	Leigh Sherrrod, ESS Classified Employee

Strategy 4:

Mentoring - Parents and Volunteers will be involved with Family Resource Center to Mentor students with Gap groups.

Category: Other - Mentoring

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be chosen to mentor and interact with some individuals throughout the year.	Behavioral Support Program	09/05/2016	05/31/2017	\$0	No Funding Required	Administration and Family Resource, Guidance Counselor

Strategy 5:

ELA Software Implementation - Gap students will have access to Reading software to be implemented in classroom instruction

Category: Continuous Improvement

Activity - ELA Software Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading software will be implemented within instruction by certified personnel.	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Grayson Wells Leigh Sherrrod Certified staff

Strategy 6:

Family Reading Nights - Family Reading nights will be presented for community

Category: Continuous Improvement

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Reading nights will be presented throughout the year.	Academic Support Program, Community Engagement	08/08/2016	05/31/2017	\$500	FRYSC	Kim Meadows- Family Resource coordinator Grayson Wells Leigh Sherrod MSES Staff

Goal 3: Increase the scores for the program reviews to Proficiency or greater in Arts and Humanities, Practical Living, Writing, and the Primary program review

Measurable Objective 1:

collaborate to increase the program review scores in all areas to Proficiency or greater by 05/31/2017 as measured by K-Prep .

Strategy 1:

Progress Monitoring - Committee will review the process for program reviews and focus on areas marked "Needs Improvement". They will develop strategies to raise these areas. Also, Proficient areas will be reviewed to see if improvement can be made in these areas also.

Category: Continuous Improvement

Activity - Monitor Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review committees will monitor and review where improvements can be made to increase program reviews.	Academic Support Program	09/12/2016	05/31/2017	\$0	No Funding Required	Administration Guidance Counselors, All Review committees

Goal 4: Teachers will have ownership in decision making through Professional Committees as a need.

Measurable Objective 1:

collaborate to develop professional learning committees that address both academic and non-academic needs within the school by 05/31/2017 as measured by Data collected.

Strategy 1:

Professional Learning Committee - Professional learning committees will be developed to establish shared leadership within the school. These committees will begin to assess the needs for their particular area and make adjustments where needed.

Category: Continuous Improvement

Activity - Professional Learning Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional committees will assess the needs of various areas within the building.	Other	08/08/2016	05/31/2017	\$0	No Funding Required	Administration

Goal 5: All Kindergarten students will be assessed upon entry and instruction will be targeted to the individual needs of students.

Measurable Objective 1:

collaborate to screen all Kindergarten students and target specific instructional needs by 09/20/2017 as measured by Universal screener.

Strategy 1:

Kindergarten Screening - Teachers will use a student universal screen that will allow students' abilities to be mapped and instruction can be based upon data from assessment.

Category:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment to be used to guide teachers in developing instruction and track all incoming Kindergarten students.	Direct Instruction	07/04/2016	09/01/2017	\$0	No Funding Required	Rebekah Johnson

Strategy 2:

Kindergarten Documentation for Screening Process - The family resource center will aid in developing documentation to be used with the screening component for all incoming Kindergarten students. FRYSC will collaborate with Guidance counselors to set up a date and time for students to be screened.

Category: Early Learning

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity - Screen Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Center will develop documentation to be used for the screening process for all Kindergartners. They will distribute information to families to advertise sign-up dates and information needed.	Recruitment and Retention	07/11/2016	09/01/2017	\$0	No Funding Required	Kim Meadows, Altie Majors, Rebekah Johnson, Leigh Sherrod

Goal 6: Increase the average combined Reading and Math proficiency ratings for 3rd grade students

Measurable Objective 1:

demonstrate a proficiency in Reading and Math for 3rd grade students with an increase in combined average score for those subjects. by 05/31/2017 as measured by K-PREP.

Strategy 1:

Data Notebooks 3rd Grade - 3rd grade certified staff will implement the use of data notebooks with their students.

Category: Continuous Improvement

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for tracking their overall scores and progress in all subject areas.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Grayson Wells Leigh Sherrod 3rd Grade Certified staff

Strategy 2:

Short answer Reading and Math Responses - Teachers will implement new techniques to guide students to respond more proficiently.

Category: Continuous Improvement

Activity - Reading and Math Short answer responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses and provide feedback to promote student growth in reading and math.	Academic Support Program	10/10/2016	05/31/2017	\$0	No Funding Required	Grayson Wells Leigh Sherrod 3rd grade Certified staff

Goal 7: Next Generation Professionals

Measurable Objective 1:

collaborate to implement the new evaluation system for teachers and principals by 05/31/2017 as measured by completion of pilot program.

Strategy 1:

TPGES and PPGES - Evaluation of teachers and Principals

Category: Principal PGES

Research Cited: TPGES data from Kentucky Department of Education

Activity - TPGES and PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and implementation	Other	08/08/2016	05/31/2017	\$5000	Race to the Top	Assistant Superintendent, Principal, Assistant Principal

Strategy 2:

Professional Development for staff - Professional Development will be implemented annually based upon school needs.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual professional development will be created based upon school needs	Academic Support Program	08/08/2016	05/31/2017	\$0	General Fund	Grayson Wells Leigh Sherrod

Goal 8: Increase the On- Demand Writing scores by reducing the percentage of combined novice and apprentice.

Measurable Objective 1:

collaborate to Increase the On Demand Writing scores by reducing the number of combined novice and apprentice scores by 05/31/2017 as measured by KPrep.

Strategy 1:

Sylvia Abbell Training - Teachers will implement Sylvia Abbel On-Demand writing training in the 5th grade classrooms

Category: Continuous Improvement

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity - Sylvia Abbell Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation by 5th grade staff to provide weekly on-demand writing instruction following the Sylvia Abbell model.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Grayson Wells Leigh Sherrod Certified Staff

Strategy 2:

Writing strategies implementation K-5 - Writing strategy implementation for grades K-5

Category: Continuous Improvement

Activity - Writing strategies implementation K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade teachers will present on-demand writing training to assist K-4 teachers with writing instruction.	Academic Support Program	09/05/2016	05/31/2017	\$0	No Funding Required	Grayson Wells Leigh Sherrod Certified 5th grade staff.

Goal 9: Muhlenberg South Elementary will provide Equitable instruction for all students within our building.

Measurable Objective 1:

collaborate to provide equitable instruction by providing all students access to qualified teachers that are certified in the subject area being taught by 05/18/2017 as measured by Data pertaining to hiring personnel in required field.

Strategy 1:

Hiring process/Improvement - Each interview will require that the teacher be certified in the field of expertise for the job requested.

Category: Professional Learning & Support

Activity - Interview/ hiring criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Applicants must be certified in the subject area that is interviewed for	Policy and Process	07/01/2016	05/18/2017	\$0	District Funding	Grayson Wells

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Nights	Family Reading nights will be presented throughout the year.	Academic Support Program, Community Engagement	08/08/2016	05/31/2017	\$500	Kim Meadows-Family Resource coordinator Grayson Wells Leigh Sherrod MSES Staff
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Screen Documentation	Family Resource Center will develop documentation to be used for the screening process for all Kindergartners. They will distribute information to families to advertise sign-up dates and information needed.	Recruitment and Retention	07/11/2016	09/01/2017	\$0	Kim Meadows, Altie Majors, Rebekah Johnson, Leigh Sherrod
Mentoring	Students will be chosen to mentor and interact with some individuals throughout the year.	Behavioral Support Program	09/05/2016	05/31/2017	\$0	Administration and Family Resource, Guidance Counselor
Monitor Data	Use Data to determine the instructional effectiveness and monitor progress.	Academic Support Program	10/01/2016	05/31/2017	\$0	Certified Teachers
Response to Intervention	Teachers will place students in appropriate tier groups for added instruction in reading and math. If student attains tier III status then the student will receive assistance from the classroom teacher within the needed subject area.	Academic Support Program	08/08/2016	06/01/2017	\$0	Administration and Certified Staff
Scrimmage Preparation and Implementation	Scrimmage materials will be created and implemented to be given once a semester. They will be monitored and timed to increase stamina and comprehension.	Academic Support Program	11/01/2016	05/31/2017	\$0	Administration and Certified Staff

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Professional Learning Committee	Professional committees will assess the needs of various areas within the building.	Other	08/08/2016	05/31/2017	\$0	Administration
Monitor Reviews	Review committees will monitor and review where improvements can be made to increase program reviews.	Academic Support Program	09/12/2016	05/31/2017	\$0	Administration Guidance Counselors, All Review committees
Writing strategies implementation K-5	5th grade teachers will present on-demand writing training to assist K-4 teachers with writing instruction.	Academic Support Program	09/05/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod Certified 5th grade staff.
Data Notebooks	Students will be responsible for tracking their overall scores and progress in all subject areas.	Academic Support Program	08/08/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod 3rd Grade Certified staff
Sylvia Abbell Training	Implementation by 5th grade staff to provide weekly on-demand writing instruction following the Sylvia Abbel model.	Academic Support Program	08/08/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod Certified Staff
Reading and Math Short answer responses	Teachers will model proficient responses and provide feedback to promote student growth in reading and math.	Academic Support Program	10/10/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod 3rd grade Certified staff
Kindergarten Screening	Assessment to be used to guide teachers in developing instruction and track all incoming Kindergarten students.	Direct Instruction	07/04/2016	09/01/2017	\$0	Rebekah Johnson
Total					\$0	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES and PPGES	Training and implementation	Other	08/08/2016	05/31/2017	\$5000	Assistant Superintendent, Principal, Assistant Principal
Total					\$5000	

Other

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

Muhlenberg South Elementary

MAP Testing	The Measured Academic Progress assessment will be administered three times per year. It will be administered in the Fall, Winter and Spring.	Academic Support Program	10/01/2016	05/31/2017	\$0	Leigh Sherrod Certified Staff
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Software	MSES students in grades K-5 will use computer software which will allow students to progress at their own rates on various skills and strategies.	Academic Support Program	08/15/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod Certified staff
ELA Software Implementation	Reading software will be implemented within instruction by certified personnel.	Academic Support Program	08/08/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod Certified staff
Interview/ hiring criteria	Applicants must be certified in the subject area that is interviewed for	Policy and Process	07/01/2016	05/18/2017	\$0	Grayson Wells
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Annual professional development will be created based upon school needs	Academic Support Program	08/08/2016	05/31/2017	\$0	Grayson Wells Leigh Sherrod
Benchmark Assessment	Kindergarten and 1st grade students will join in the process of benchmark assessment that is practiced school wide to determine reading levels within classrooms. Guided reading practice will carry on by using leveled readers and small group instruction to aid with students reading on their own individual skill levels.	Academic Support Program	08/08/2016	05/31/2017	\$500	Grayson Wells Leigh Sherrod Certified staff
Breakfast Club	The Breakfast Club will aid students with assignments that could not be completed at home. Students will have a staff person to answer questions and give the needed assistance that will help them attain their goal of proficiency.	Academic Support Program	08/08/2016	05/31/2017	\$0	Leigh Sherrod, ESS Classified Employee
Small Group Instruction in Reading and Math	Students will be placed within smaller working groups to help target their individual needs for Reading and Math. Teachers will use various resources to accomplish this task.	Direct Instruction	11/01/2016	05/31/2017	\$0	2nd Grade certified staff
Total					\$500	

State Funds

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Series	Reading textbooks were purchased for grades 1st grade. Certified Staff will implement these textbooks into daily instruction.	Academic Support Program	08/08/2016	05/31/2017	\$23000	Grayson Wells Leigh Sherrrod Certified Staff
Total					\$23000	

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Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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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		

Comprehensive School Improvement Plan

Muhlenberg South Elementary

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Muhlenberg South Elementary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Muhlenberg South Elementary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Muhlenberg South Elementary

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

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

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

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

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Phase II - 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:

Teachers will have ownership in decision making through Professional Committees as a need.

Measurable Objective 1:

collaborate to develop professional learning committees that address both academic and non-academic needs within the school by 05/31/2017 as measured by Data collected.

Strategy1:

Professional Learning Committee - Professional learning committees will be developed to establish shared leadership within the school. These committees will begin to assess the needs for their particular area and make adjustments where needed.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional committees will assess the needs of various areas within the building.	Other	08/08/2016	05/31/2017	\$0 - No Funding Required	Administration

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Elementary and Middle students from 44% in 2012 to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall Reading and Math for South Elementary to 64.3% by 05/18/2017 as measured by K-PREP.

Strategy1:

Guided Reading - The Fountas and Pinelle Reading Strategies will be implemented school wide.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten and 1st grade students will join in the process of benchmark assessment that is practiced school wide to determine reading levels within classrooms. Guided reading practice will carry on by using leveled readers and small group instruction to aid with students reading on their own individual skill levels.	Academic Support Program	08/08/2016	05/31/2017	\$500 - General Fund	Grayson Wells Leigh Sherrod Certified staff

Strategy2:

Curriculum Assessment - MSES will implement a K-PREP scrimmage at least once a semester.

Category: Continuous Improvement

Research Cited:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Measured Academic Progress assessment will be administered three times per year. It will be administered in the Fall, Winter and Spring.	Academic Support Program	10/01/2016	05/31/2017	\$0 - Other	Leigh Sherrod Certified Staff

Activity - Scrimmage Preparation and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scrimmage materials will be created and implemented to be given once a semester. They will be monitored and timed to increase stamina and comprehension.	Academic Support Program	11/01/2016	05/31/2017	\$0 - No Funding Required	Administration and Certified Staff

Strategy3:

Reading and Math Proficiency - MSES will target students to increase levels of proficiency in Math and Reading through the use of text books, skill books and small group instruction.

Category: Continuous Improvement

Research Cited:

Activity - Reading Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MSES students in grades K-5 will use computer software which will allow students to progress at their own rates on various skills and strategies.	Academic Support Program	08/15/2016	05/31/2017	\$0 - District Funding	Grayson Wells Leigh Sherrod Certified staff

Activity - Reading Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading textbooks were purchased for grades 1st grade. Certified Staff will implement these textbooks into daily instruction.	Academic Support Program	08/08/2016	05/31/2017	\$23000 - State Funds	Grayson Wells Leigh Sherrod Certified Staff

Comprehensive School Improvement Plan

Muhlenberg South Elementary

Activity - Small Group Instruction in Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed within smaller working groups to help target their individual needs for Reading and Math. Teachers will use various resources to accomplish this task.	Direct Instruction	11/01/2016	05/31/2017	\$0 - General Fund	2nd Grade certified staff

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

Goal 1:

All Kindergarten students will be assessed upon entry and instruction will be targeted to the individual needs of students.

Measurable Objective 1:

collaborate to screen all Kindergarten students and target specific instructional needs by 09/20/2017 as measured by Universal screener.

Strategy1:

Kindergarten Documentation for Screening Process - The family resource center will aid in developing documentation to be used with the screening component for all incoming Kindergarten students. FRYSC will collaborate with Guidance counselors to set up a date and time for students to be screened.

Category: Early Learning

Research Cited:

Activity - Screen Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center will develop documentation to be used for the screening process for all Kindergartners. They will distribute information to families to advertise sign-up dates and information needed.	Recruitment and Retention	07/11/2016	09/01/2017	\$0 - No Funding Required	Kim Meadows, Altie Majors, Rebekah Johnson, Leigh Sherrod

Strategy2:

Kindergarten Screening - Teachers will use a student universal screen that will allow students' abilities to be mapped and instruction can be based upon data from assessment.

Category:

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment to be used to guide teachers in developing instruction and track all incoming Kindergarten students.	Direct Instruction	07/04/2016	09/01/2017	\$0 - No Funding Required	Rebekah Johnson

Comprehensive School Improvement Plan

Muhlenberg South Elementary

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

Goal 1:

All Kindergarten students will be assessed upon entry and instruction will be targeted to the individual needs of students.

Measurable Objective 1:

collaborate to screen all Kindergarten students and target specific instructional needs by 09/20/2017 as measured by Universal screener.

Strategy1:

Kindergarten Screening - Teachers will use a student universal screen that will allow students' abilities to be mapped and instruction can be based upon data from assessment.

Category:

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment to be used to guide teachers in developing instruction and track all incoming Kindergarten students.	Direct Instruction	07/04/2016	09/01/2017	\$0 - No Funding Required	Rebekah Johnson

Strategy2:

Kindergarten Documentation for Screening Process - The family resource center will aid in developing documentation to be used with the screening component for all incoming Kindergarten students. FRYSC will collaborate with Guidance counselors to set up a date and time for students to be screened.

Category: Early Learning

Research Cited:

Activity - Screen Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center will develop documentation to be used for the screening process for all Kindergartners. They will distribute information to families to advertise sign-up dates and information needed.	Recruitment and Retention	07/11/2016	09/01/2017	\$0 - No Funding Required	Kim Meadows, Altie Majors, Rebekah Johnson, Leigh Sherrod

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

Goal 1:

Increase the average combined Reading and Math proficiency ratings for 3rd grade students

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Measurable Objective 1:

demonstrate a proficiency in Reading and Math for 3rd grade students with an increase in combined average score for those subjects. by 05/31/2017 as measured by K-PREP.

Strategy1:

Short answer Reading and Math Responses - Teachers will implement new techniques to guide students to respond more proficiently.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Short answer responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model proficient responses and provide feedback to promote student growth in reading and math.	Academic Support Program	10/10/2016	05/31/2017	\$0 - No Funding Required	Grayson Wells Leigh Sherrod 3rd grade Certified staff

Strategy2:

Data Notebooks 3rd Grade - 3rd grade certified staff will implement the use of data notebooks with their students.

Category: Continuous Improvement

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for tracking their overall scores and progress in all subject areas.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Grayson Wells Leigh Sherrod 3rd Grade Certified staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall proficiency from 53.1% in 2015 to 63.8% for our gap group by 05/31/2017 as measured by K-PREP.

Strategy1:

ELA Software Implementation - Gap students will have access to Reading software to be implemented in classroom instruction

Category: Continuous Improvement

Research Cited:

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Activity - ELA Software Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading software will be implemented within instruction by certified personnel.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Grayson Wells Leigh Sherrrod Certified staff

Strategy2:

Progress Monitoring - Data will be used from various sources such as Aims Web, Fountas and Pinnell, Map and scrimmages to determine if instruction is effective. Teachers will compare data and adjust instruction based on data outcomes and findings.

Category: Learning Systems

Research Cited:

Activity - Monitor Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Data to determine the instructional effectiveness and monitor progress.	Academic Support Program	10/01/2016	05/31/2017	\$0 - No Funding Required	Certified Teachers

Strategy3:

Student Assistance - Students will receive assistance from a staff member in the mornings to aid in homework and assignments that could not be completed at home.

Category:

Research Cited:

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Breakfast Club will aid students with assignments that could not be completed at home. Students will have a staff person to answer questions and give the needed assistance that will help them attain their goal of proficiency.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Leigh Sherrrod, ESS Classified Employee

Strategy4:

Mentoring - Parents and Volunteers will be involved with Family Resource Center to Mentor students with Gap groups.

Category: Other - Mentoring

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be chosen to mentor and interact with some individuals throughout the year.	Behavioral Support Program	09/05/2016	05/31/2017	\$0 - No Funding Required	Administration and Family Resource, Guidance Counselor

Strategy5:

Family Reading Nights - Family Reading nights will be presented for community

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Category: Continuous Improvement

Research Cited:

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading nights will be presented throughout the year.	Community Engagement Academic Support Program	08/08/2016	05/31/2017	\$500 - FRYSC	Kim Meadows- Family Resource coordinator Grayson Wells Leigh Sherrod MSES Staff

Strategy6:

RTI - Teachers will monitor progress of students and place students in appropriate tier groups for intervention. Interventions will be delivered by classroom teacher.

Category: Integrated Methods for Learning

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place students in appropriate tier groups for added instruction in reading and math. If student attains tier III status then the student will receive assistance from the classroom teacher within the needed subject area.	Academic Support Program	08/08/2016	06/01/2017	\$0 - No Funding Required	Administration and Certified 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:

Increase the scores for the program reviews to Proficiency or greater in Arts and Humanities, Practical Living, Writing, and the Primary program review

Measurable Objective 1:

collaborate to increase the program review scores in all areas to Proficiency or greater by 05/31/2017 as measured by K-Prep .

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Strategy1:

Progress Monitoring - Committee will review the process for program reviews and focus on areas marked "Needs Improvement". They will develop strategies to raise these areas. Also, Proficient areas will be reviewed to see if improvement can be made in these areas also.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review committees will monitor and review where improvements can be made to increase program reviews.	Academic Support Program	09/12/2016	05/31/2017	\$0 - No Funding Required	Administration Guidance Counselors, All Review committees

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Executive Summary

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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.

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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?

Muhlenberg South Elementary, located at 2005 US HWY 431 South, Beechmont, Kentucky, has 560 students grades PreK- 5, with approximately 68.5% Free/Reduced rate. The school serves the Beechmont, Drakesboro, and Dunmor communities. Muhlenberg County has an unemployment rate that fluctuates between 8-9%. In the past 5 years, Muhlenberg South Elementary has experienced a decrease in jobs for community members, housing has decreased, and the possibility of a lack of employment for our community is a current issue.

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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.

Muhlenberg South Elementary focuses on providing equitable instructional opportunities for our students. MSES believes in serving the "whole" student and we provide enrichment activities in which our students can participate. The staff participates in activities to increase knowledge of instructional strategies and uses assessment results to adjust instruction and provide interventions for students who are not achieving at the proficient level. Achievement gaps will be addressed through professional development and identifying and targeting at-risk students so that assistance is provided in a timely fashion.

Mission Statement

Muhlenberg South Elementary School (MSES) is a professional learning community that provides and equitable, safe and nurturing environment. MSES promotes academic and social growth for the Maximum Success of Every Student.

Vision Statement

The vision of Muhlenberg South Elementary School is to grow as a professional learning community that challenges all learners to reach their maximum potential while becoming respectful citizens.

We pledge to:

- Provide all students with equitable educational opportunities
- Guide and monitor student achievement
- Address and respect individual differences
- Promote self-esteem
- Encourage reflection
- Model responsible citizenship

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.

MSES always strives for success in every endeavor. Currently, MSES is ranked as a Proficient school for the 2014-15 school year. We were ranked as a Distinguished school with a classification of "School of Distinction" which places us in the top 5th percentile of all schools for the 2013-14 school year. We are currently within the top schools in the state through our Program Review scores. MSES was awarded an honorable mention rating from the state regarding teaching conditions, school safety and student achievement based on data from the Tell survey conducted by the state department in 2012. The school based decision making council drafted priority needs, causes, goals and objectives and chose to address achievement gaps in committee meetings during the month of November 2013 and continue to target students in need for our current school year. Muhlenberg South Elementary was noted as being a "Needs Improvement" school for the 2011-12 school year and progressed to being a Proficient school in 2012-13 and became a Distinguished school for the 2013-14 school year. The 2014-15 school year was a Proficient year and currently scores are Distinguished and we are a School of Distinction.

Our staff and community volunteers provide thirteen after-school clubs to promote academic, social and physical success for students. These clubs include: archery, dance, drama, cross-country, art, puppets, and Robotics through Lego building.

Additional Information

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

At Muhlenberg South Elementary all students are included and engaged in activities regardless of ethnicity, gender, ability and socio-economic status. Multiple sources of data are compiled and disaggregated to identify and address achievement gaps. All students have access to the curriculum through the use of a variety of instructional strategies and multiple means for assessing student progress. We believe it is our role and responsibility to provide effective instruction for every child. Our staff is involved in job-embedded professional development to address the individual differences of students, increasing instructional strategies to meet those differences and using assessment results to identify and meet the needs of our students.

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