



KDE Comprehensive School Improvement Plan

May Valley Elementary School
Floyd County

Greta Thornsberry, Principal
481 Stephens Br Rd
Martin, KY 41649

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

May Valley Elementary is a Pre-K through fifth grade school with approximately 417 students enrolled. We have an Early Childhood Program for children 2-5 years of age, as well as, 2 Headstart Programs. May Valley is nestled in the hills of Eastern Kentucky near the town of Martin in Floyd County. Our school strives to create a challenging learning environment that encourages high expectations. The exceptional quality of education provided for our students is ingrained in differentiated and refined instruction, high expectations, and a positive culture where students can achieve their goals. May Valley employs 26 certified staff members which gives a 13:1 ratio.

One unique challenge our school faces is that we are centered in the middle of three low-income based housing projects. Therefore, we have 74.5% of our students receiving free or reduced lunch.

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.

May Valley Elementary's mission is to provide an environment that is conducive to developing goal-oriented students. MVES seeks to create a challenging learning environment that promotes high expectations for success. Our goal is for students to master grade-level standards, which will in turn, increase the likelihood of becoming a high school/college graduate.

We share our district's mission as well that "It's All About the Kids". We strive daily to meet basic and academic needs of our students to ensure that the students come first.

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.

May Valley Elementary has been ranked as a Top Ten school for the eleventh consecutive years on the state accountability assessment . We are currently ranked #2 and named as a School of Distinction and a Distinguished/Progressing School. On the current accountability model, our school has had an achievement score of 100% for 3 years. We were named the first School of Excellence in Floyd County, have been designated a member of the Century Club for six years, and declared a National Blue Ribbon School in 2008. May Valley received the Silver Salute Award for the Christmas Through the Eyes of a Child Writing Program. During the 2014-2015 school year, we celebrated 34 students having perfect attendance. Also, our Girl's Basketball Team wer District Champions for Floyd County and our Volleyball team won both the preseason and post season championship for the 2014-2015 school year. For the 2012 school year we were recognized as being a National Title I Distinguished School for closing the achievement gap between student groups. Our Dance Tigers have been very successful over the last few years winning Hallo-Fest Jazz Competition and Grand Champions overall in Prestonsburg, Kentucky in 2012-2013. Also they were CHEERS! for the Dancers Elementary Champions at Bryan Station High School in 2013-2014. During the 2014-2015 school year they were Battle of the Bluegrass Elementary Champions at Tates Creek High School.

Over the next three years, we are striving to increase our Growth and Gap scores to ensure that all students are successful. We strive to have well-communicated expectations for all staff members, students, and the community in an attempt to ensure that all May Valley Elementary students are showing growth and there is not a Gap within the student population.

Additional Information

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

Some things we are currently doing to assist our school in improving is, teachers facilitate student ownership of the curriculum via versatile and flexible scheduling, utilization of Whole Brain Teaching to convey various skills, the continuity of T-Charts and power verbs across the curriculum, and the incorporation of Team Teaching in fourth and fifth grades. Teachers have completed individualized content-specific professional development. Professional Learning Communities provide a network to improve instructional practices and ensure the needs of all students are met.

Comprehensive School Improvement Plan (May Valley Elementary) 2015/2016

Overview

Plan Name

Comprehensive School Improvement Plan (May Valley Elementary) 2015/2016

Plan Description

2014-2015 Revised as of December 13, 2015

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 | Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES). | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 2 | Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017. | Objectives: 1 Strategies: 2 Activities: 8 | Organizational | \$9375 |
| 3 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$0 |
| 4 | All students at May Valley Elementary will score above the Novice Level in reading. | Objectives: 1 Strategies: 3 Activities: 6 | Organizational | \$3846 |
| 5 | All students at May Valley Elementary will increase attendance percentage. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 6 | All students at May Valley Elementary will become proficient in all areas of Program Review. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |

Goal 1: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to Ensure that all teachers and principals receive training and are provided support and guidance by 05/31/2015 as measured by the Professional Growth and Effectiveness System (PGES)..

Strategy 1:

Instruction on writing Professional Growth Plans - Principals and district leaders will ensure that teachers have adequate training in correct implementation of PGES during the 2014-2015 school year in order to improve teaching and learning. Administration will provide instructional sessions for all teachers on the PGES multiple measure for writing and effective and measureable Professional Growth Plan.

Category: Teacher PGES

| Activity - Professional Growth Planning Guidance and Support on Building Exemplar Professional Growth Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | Principals, Greta Thornsberry and Kathy Shepherd |

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.3% to 87.5% by 05/31/2018 as measured by K-Prep Scores..

Strategy 1:

Monitoring & Evaluation of implementation of achievement activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student achievement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

| Activity - District Walkthrough Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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| Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | Greta Thornsberry and Kathy Shepherd |
| Activity - Accelerated Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$3023 | Title I School Improvement (ISI) | Angie Scott, library teacher, and Classroom teachers |
| Activity - Truancy Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance. With this initiative, overall reading and math scores will increase through an increase in student attendance. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 | Other | Kathy Shepherd, Michelle Castle, Amanda Lee, Jamie Lawson, Brittany Hammonds, Sandy Travis, and Tiffany Burke (attendance committee) |
| Activity - Attendance Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 | Other | Attendance Committee (Kathy Shepherd, Tiffany Burke, Sandy Travis, Amanda Lee, Michelle Castle, Brittany Hammonds, Jamie Lawson) |
| Activity - IXL | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Teachers will utilize the program IXL Math to provide enrichment and intervention for students as needed. With this computer program, students will be able to access standards based lessons from home and be provided with instant explanations for questions incorrectly completed. | Academic Support Program, Direct Instruction | 09/01/2015 | 05/02/2016 | \$2325 | Title I School Improvement (ISI) | All classroom teachers & Assistant Principal, Kathy Shepherd |
|--|--|------------|------------|--------|----------------------------------|--|

| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|------------|------------|-------------------|----------------------------------|------------------------|
| Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills. | Technology, Academic Support Program | 08/03/2015 | 05/02/2016 | \$4027 | Title I School Improvement (ISI) | 3rd-5th grade teachers |

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|---|
| All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students. | Policy and Process, Other - Kindergarten Readiness | 08/03/2015 | 05/02/2016 | \$0 | No Funding Required | Headstart, Early Childcare, and Kindergarten Teachers |

Strategy 2:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers will document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

| Activity - Career Preparation/Orientation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--|
| Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success. | Career Preparation/Orientation | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | Teresa Clay, Family Resource Center and Classroom Teachers |

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 82.5% to 90.3% by 05/31/2016 as measured by K-Prep Scores.

Strategy 1:

Monitoring Student Achievement - Teachers will review student achievement monthly in order to meet the needs of all students. Data will be monitored through administrative walk-throughs, assessment notebooks, Think-Link data, Study Island reports, IXL reports, Dreambox, Reading Coach, Reading Recovery, Think-Link data, and formative and summative classroom assessments aligned to Common Core. Data will be monitored during PLC meetings.

Category: Continuous Improvement

| Activity - Data Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | All teachers and principals |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | All K-5 teachers |

Strategy 2:

RTI - Teachers will analyze data monthly to ensure that the needs of all students are met (intervention and enrichment). Teachers will utilize data boards to ensure students are aware of academic goals. Student progress will be monitored through STAR data, KPrep Scores, Think-Link Scores, Stanford 10 scores, Dreambox, Reading Coach, Reading Recovery, as well as, common classroom formative and summative assessments.

Category: Continuous Improvement

| Activity - Formative and Summative Assessment Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and achievement. Assessment data will be monitored monthly to determine students in need of intervention support. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 | No Funding Required | K-5 teachers |

Goal 4: All students at May Valley Elementary will score above the Novice Level in reading.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the Novice level in reading to zero by 05/29/2020 as measured by Kprep Scores.

Strategy 1:

Think-Link Assessment - Teachers will administer the Think-Link Assessment to all grade levels three times per year. Teachers will monitor student growth and achievement. Students will be given interventions or enrichment based on the results of Think-Link assessments.

Category: Continuous Improvement

| Activity - Data Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on the data review. | Academic Support Program | 08/10/2015 | 05/27/2016 | \$0 | No Funding Required | All certified staff and administration |

| Activity - Student Data Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Data Boards will be placed in all classrooms. Student will place their sticks in the corresponding area they scored on the Think-Link assessment. Students will review their scores and determine ways to make improvements before the next assessment. After the following assessment, students will move their sticks and discuss with the teacher successes or shortfalls and ways to continue to show improvement. | Academic Support Program | 09/01/2015 | 05/16/2016 | \$0 | No Funding Required | All certified teachers K-5 |

| Activity - Assistance Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|-------------------|--|
| Teachers will utilize instructional assistances for morning reading groups. This will reduce class size and assist in meeting the needs of all students. Teachers will also utilize ESS teachers for students in need of small group intervention, this will allow teachers to provide enrichment as needed for students exceeding standard expectations. | Academic Support Program, Class Size Reduction, Direct Instruction | 08/03/2015 | 05/02/2016 | \$0 | Title I Part A | Gwen Jones, ESS teacher and all instructional assistants |

Strategy 2:

Engaging Instruction - Teachers will utilize various activities to ensure students are engaged in a high level of instruction. Whole brain teaching will be utilized daily, bell to bell instruction, integration of technology. Student engagement will be monitored through District Walkthroughs, student assessment data progress, and utilization of RTI to design instruction to meet students' individual needs.

Category: Continuous Improvement

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| Activity - Highlights Magazines | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|----------------------------------|----------------------|
| First grade teachers will utilize Highlights Magazines to increase student engagement in reading by providing various stories aligned to different student interests. Students will be given these magazines at the completion of each unit to promote reading in the home. These magazines will be utilized on a bi-weekly basis and will be aligned to standards based lessons. Utilizing this activity will also increase student vocabulary. | Academic Support Program, Direct Instruction | 08/03/2015 | 05/02/2016 | \$846 | Title I School Improvement (ISI) | First grade teachers |

Strategy 3:

System of Tiered Interventions - Teachers will give placement exams to begin the school year. Students will be ability grouped for reading and math based upon these scores, as well as, prior school year test results, STAR Reading results, and teacher rankings. Students will then be monitored for progress. Students unable to make adequate progress will begin tiered instruction. Progress will be monitored and graphed to ensure growth is being made weekly.

Category: Continuous Improvement

| Activity - Dreambox | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|----------------------------------|---------------------------------------|
| Students that are performing below grade level will be provided with access to Dreambox computer program. During these lessons, students will work at their own pace on their own personalized ability level. Students progress will be monitored by responsible staff member bi-weekly and reported to the teacher. Students unable to make progress in this Tier III program will be considered for a Special Education Referral. | Technology, Academic Support Program, Other, Direct Instruction | 08/10/2015 | 05/02/2016 | \$3000 | Title I School Improvement (ISI) | Valerie Warrix and classroom teachers |

| Activity - Positive Behavior Intervention Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|--|
| A group of representative teachers, principal, Greta Thornsberry, and assistant principal, Kathy Shepherd will work with the Carnegie Grant Group to develop a Positive Behavior Intervention Support Program. The team will meet monthly to develop a behavior system to address the needs of our school. We will develop rewards, consequences, as well as, a list of non-negotiables for visits to the office. This team will research and find the areas of the greatest concern and will work together to implement the plan throughout the 2015-2016 school year. | Academic Support Program, Behavioral Support Program | 09/28/2015 | 05/09/2016 | \$0 | No Funding Required | Principal, Greta Thornsberry, Assistant Principal, Kathy Shepherd, Special Education teacher, Jenny Williams, 4th grade teacher, Kim Reed, 2nd grade teacher, Amanda Lee, Kindergarten teacher, Jessica Flannery |

Goal 5: All students at May Valley Elementary will increase attendance percentage.

Measurable Objective 1:

collaborate to increase overall attendance percentage to 94.4% by 04/29/2016 as measured by District Attendance Report.

Strategy 1:

Attendance Support - An attendance committee will be developed at the beginning of the school year to monitor overall attendance for the school. Rewards and incentives will be given monthly for students attending school on a regular basis. Home visits will be made as needed and truancy officer for the district will be utilized if necessary. Additionally, daily phone calls home from the office will be made in an attempt to get students to come to school regularly. It is our mission that all students attend school at least 94.4% of the school year in order to increase students achievement and reduce the non-duplicated gap group.

Category: Principal PGES

| Activity - Attendance Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|-------------------|--|
| An attendance committee will be developed in August with one representative from each grade level. The committee will meet each Monday to discuss overall school attendance, as well as, students will individual attendance concerns. The team will develop a plan for improving attendance (notes home, daily phone calls from the office, meetings with parents, truancy officer assistance, and development of reward system.) | Policy and Process, Academic Support Program | 09/07/2015 | 05/02/2016 | \$0 | Other | Assistant Principal, Kathy Shepherd, 5th grade teacher, Jamie Lawson, 4th grade teacher, Brittany Hammonds, 3rd grade teacher, Michelle Castle, 2nd grade teacher, Amanda Lee, 1st grade teacher, Sandra Travis, Kindergarten teacher, Tiffany Burke |

Goal 6: All students at May Valley Elementary will become proficient in all areas of Program Review.

Measurable Objective 1:

collaborate to maintain a total score of 100.0 on all areas of Program Review by 05/02/2016 as measured by Program Review Rubrics.

Strategy 1:

Curriculum Development or Alignment - Administrators will develop a school-wide Program Review implementation schedule. Students will be provided Program Review allotted time weekly and implementation into the regular education classroom. This will be monitored through submission of student work, lesson plans, administrative walk throughs, and utilization of rubrics provided by the Kentucky Department of Education.

Category: Continuous Improvement

| Activity - Curriculum Refinement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|---|
| Students will be provided direct instruction in the areas of Arts and Humanities, Practical Living, and Writing. Teachers will submit work samples, teams will review data and samples to ensure high quality instruction for all areas. Writing will be monitored through Reading and Math journals additionally. | Academic Support Program, Direct Instruction | 08/10/2015 | 05/02/2016 | \$0 | No Funding Required | Teresa Lester and Crystal Akers-leads... implementation- All classroom teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|--|------------|------------|-------------------|--|
| Assistance Teams | Teachers will utilize instructional assistances for morning reading groups. This will reduce class size and assist in meeting the needs of all students. Teachers will also utilize ESS teachers for students in need of small group intervention, this will allow teachers to provide enrichment as needed for students exceeding standard expectations. | Academic Support Program, Class Size Reduction, Direct Instruction | 08/03/2015 | 05/02/2016 | \$0 | Gwen Jones, ESS teacher and all instructional assistants |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

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| Attendance Committee | An attendance committee will be developed in August with one representative from each grade level. The committee will meet each Monday to discuss overall school attendance, as well as, students will individual attendance concerns. The team will develop a plan for improving attendance (notes home, daily phone calls from the office, meetings with parents, truancy officer assistance, and development of reward system.) | Policy and Process, Academic Support Program | 09/07/2015 | 05/02/2016 | \$0 | Assistant Principal, Kathy Shepherd, 5th grade teacher, Jamie Lawson, 4th grade teacher, Brittany Hammonds, 3rd grade teacher, Michelle Castle, 2nd grade teacher, Amanda Lee, 1st grade teacher, Sandra Travis, Kindergarten teacher, Tiffany Burke |
| Truancy Initiative | An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will address students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance. With this initiative, overall reading and math scores will increase through an increase in student attendance. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 | Kathy Shepherd, Michelle Castle, Amanda Lee, Jamie Lawson, Brittany Hammonds, Sandy Travis, and Tiffany Burke (attendance committee) |

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|-----------------------|--|--------------------|------------|------------|-----|--|
| Attendance Initiative | Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 | Attendance Committee (Kathy Shepherd, Tiffany Burke, Sandy Travis, Amanda Lee, Michelle Castle, Brittany Hammonds, Jamie Lawson) |
| Total | | | | | \$0 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------------|------------|------------|-------------------|--|
| Student Data Review | Data Boards will be placed in all classrooms. Student will place their sticks in the corresponding area they scored on the Think-Link assessment. Students will review their scores and determine ways to make improvements before the next assessment. After the following assessment, students will move their sticks and discuss with the teacher successes or shortfalls and ways to continue to show improvement. | Academic Support Program | 09/01/2015 | 05/16/2016 | \$0 | All certified teachers K-5 |
| Formative and Summative Assessment Development | Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and achievement. Assessment data will be monitored monthly to determine students in need of intervention support. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 | K-5 teachers |
| Career Preparation/Orientation | Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success. | Career Preparation/Orientation | 08/03/2015 | 05/31/2016 | \$0 | Teresa Clay, Family Resource Center and Classroom Teachers |
| Data Review | Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$0 | All teachers and principals |

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|--|---|--|------------|------------|-----|--|
| Kindergarten Readiness | All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students. | Policy and Process, Other - Kindergarten Readiness | 08/03/2015 | 05/02/2016 | \$0 | Headstart, Early Childcare, and Kindergarten Teachers |
| Positive Behavior Intervention Support | A group of representative teachers, principal, Greta Thornsberry, and assistant principal, Kathy Shepherd will work with the Carnegie Grant Group to develop a Positive Behavior Intervention Support Program. The team will meet monthly to develop a behavior system to address the needs of our school. We will develop rewards, consequences, as well as, a list of non-negotiables for visits to the office. This team will research and find the areas of the greatest concern and will work together to implement the plan throughout the 2015-2016 school year. | Academic Support Program, Behavioral Support Program | 09/28/2015 | 05/09/2016 | \$0 | Principal, Greta Thornsberry, Assistant Principal, Kathy Shepherd, Special Education teacher, Jenny Williams, 4th grade teacher, Kim Reed, 2nd grade teacher, Amanda Lee, Kindergarten teacher, Jessica Flannery |
| District Walkthrough Monitoring | Administrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 | Greta Thornsberry and Kathy Shepherd |
| Professional Learning Communities | Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 | All K-5 teachers |
| Data Review | Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on the data review. | Academic Support Program | 08/10/2015 | 05/27/2016 | \$0 | All certified staff and administration |

KDE Comprehensive School Improvement Plan

May Valley Elementary School

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|--|---|--|------------|------------|------------|--|
| Curriculum Refinement | Students will be provided direct instruction in the areas of Arts and Humanites, Practical Living, and and Writing. Teachers will submit work samples, teams will review data and samples to ensure high quality instruction for all areas. Writing will be monitored through Reading and Math journals additionally. | Academic Support Program, Direct Instruction | 08/10/2015 | 05/02/2016 | \$0 | Teresa Lester and Crystal Akers- leads... implementation- All classroom teachers |
| Professional Growth Planning Guidance and Support on Building Exemplar Professional Growth Plans | Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 | Principals, Greta Thornsberry and Kathy Shepherd |
| Total | | | | | \$0 | |

Title I School Improvement (ISI)

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|--|---|------------|------------|-------------------|--|
| Dreambox | Students that are performing below grade level will be provided with access to Dreambox computer program. During these lessons, students will work at their own pace on their own personalized ability level. Students progress will be monitored by responsible staff member bi-weekly and reported to the teacher. Students unable to make progress in this Tier III program will be considered for a Special Education Referral. | Technology, Academic Support Program, Other, Direct Instruction | 08/10/2015 | 05/02/2016 | \$3000 | Valerie Warrix and classroom teachers |
| Study Island | Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills. | Technology, Academic Support Program | 08/03/2015 | 05/02/2016 | \$4027 | 3rd-5th grade teachers |
| Highlights Magazines | First grade teachers will utilize Highlights Magazines to increase student engagement in reading by providing various stories aligned to different student interests. Students will be given these magazines at the completion of each unit to promote reading in the home. These magazines will be utilized on a bi-weekly basis and will be aligned to standards based lessons. Utilizing this activity will also increase student vocabulary. | Academic Support Program, Direct Instruction | 08/03/2015 | 05/02/2016 | \$846 | First grade teachers |
| Accelerated Reading | AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$3023 | Angie Scott, library teacher, and Classroom teachers |

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|--------------|--|--|------------|------------|---------|--|
| IXL | Teachers will utilize the program IXL Math to provide enrichment and intervention for students as needed. With this computer program, students will be able to access standards based lessons from home and be provided with instant explanations for questions incorrectly completed. | Academic Support Program, Direct Instruction | 09/01/2015 | 05/02/2016 | \$2325 | All classroom teachers & Assistant Principal, Kathy Shepherd |
| Total | | | | | \$13221 | |

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

With the data and information provided to us in KPREP scores, we are trying to identify our school's strengths and weakness and ways to improve and build upon those. The information tells us that our students are achieving new skills at a high level and we have reduced the GAP by a large amount; however, our weakness is in the amount of Growth our students have made. Our goal is to demonstrate proficiency in GROWTH at May Valley Elementary by increasing overall growth score from 66% to 75.2% in 2017 as measured by KPREP scores. The information does not tell us how much our students have grown on an individual level. The data only provides us with overall Growth for our school. The data also does not provide us with student attendance numbers.

When reviewing previous school improvement plans, it is evident that our school is making growth in all areas of accountability; however, there must be a higher amount of growth made in our overall Growth score in order to meet the 75.2% goal by 2017. We are currently meeting and/or exceeding all goals from our 2015/2016 improvement plan.

Areas of Strengths

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

Our area of strength for our building was our Achievement. We are sustaining this high level of learning in this area by providing needed resources to continue high-level instruction, increasing rigor in all classrooms, and maintaining appropriate relationships with students at all grade level. Additionally, we are monitoring student data on a regular basis to ensure that all students are receiving instruction based on their individualized needs. We are using this data to determine students in need of enrichment and students in need of interventions. We are also continuing to provide our students with real world opportunities to ensure that learning is occurring in a manner that is relevant and of interest in order to keep students engaged and excited about learning. There is a cause to celebrate, because in this area there was a total score of 100%. This is the third consecutive year for 100% in the area of achievement.

To sustain this area of strength, our students are receiving high level lessons on a daily basis, implementation of PGES has begun to ensure teacher effectiveness, and power teaching is being utilized. There is cause for celebration in this area because our school is currently ranked # 2 out of all elementary schools in the state of Kentucky and much of this success can be contributed to our overall achievement. Additionally, our school has been a Top Ten ranked school for 11 consecutive years.

Opportunities for Improvement

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

An area in need of improvement is our overall growth score. It is currently 66% and we have created a goal to improve that to 75.2% by the 2017 school year. Through Data Analysis of KPREP scores, classroom assessments, and district benchmark assessments throughout the year, we found that our Achievement score was much higher compared to our Growth score. In order to improve this area of need, we are providing enrichment classes for Gifted and Talented students, collaborating during PLCs to develop and align curriculum to common core standards, providing interventions as needed, and increasing classroom rigor, common classroom scheduling to increase instruction time in areas of needed focus, and we are offering more attendance incentives to ensure that attendance stays high so that students are at school and learning daily.

Conclusion

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

Our next steps in addressing areas of concern include rigorous and relevant Professional Development, standards based grading, increased intervention for GAP students, more educational opportunities for students, increased classroom rigor through high-level questioning and assessments, greater implementation of Program Reviews, and increased awareness and use of Kentucky's Common Core standards. We are also utilizing data obtained through administrative observations and peer observations through the Professional Growth and Evaluation System. We believe that through increased data analysis and self reflection of teaching and learning we will be able to effectively address our areas of concern.

We are also addressing teaching and learning concerns based on TELL survey data through Carnegie Grant Sessions. We have formed a committee that will address discipline in our building. We are currently developing and implementing a plan for improving this area in order to increase student growth through less discipline instances.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:
Increase the averaged combined reading and math K-Prep scored for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
demonstrate a proficiency in combined reading and math of students scoring proficient/distinguished from 83.7 to 89.1% by 05/31/2017 as measured by KPREP Scores.

Strategy1:
Engaging Instruction - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. Students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another), 21st century skills. RTI will also be a focus to ensure that all students are mastering common core standards at high levels.

Category: Integrated Methods for Learning
 Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)
 Implementing Technology- Pizzo P. (1993). Lessons Learned: Provision of Technical Assistance to States. Better Care for the Babies Project . Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 2008 from ERIC database. (ERIC Document Reproduction Service No. ED360792). Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233-237

| Activity - TELL Survey Improvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions. | Policy and Process | 08/03/2015 | 06/01/2016 | \$0 - No Funding Required | Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, Amanda Lee, & Jessica Flannery |

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 school students from 44% to 72% in 2017.

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Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.3% to 87.5% by 05/31/2018 as measured by K-Prep Scores..

Strategy1:

Monitoring & Evaluation of implementation of achievement activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student achievement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

| Activity - Accelerated Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---|--|
| AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$3023 - Title I School Improvement (ISI) | Angie Scott, library teacher, and Classroom teachers |

| Activity - Study Island | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|---|------------------------|
| Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills. | Academic Support Program Technology | 08/03/2015 | 05/02/2016 | \$4027 - Title I School Improvement (ISI) | 3rd-5th grade teachers |

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---|--|
| Teachers will utilize the program IXL Math to provide enrichment and intervention for students as needed. With this computer program, students will be able to access standards based lessons from home and be provided with instant explanations for questions incorrectly completed. | Academic Support Program Direct Instruction | 09/01/2015 | 05/02/2016 | \$2325 - Title I School Improvement (ISI) | All classroom teachers & Assistant Principal, Kathy Shepherd |

| Activity - District Walkthrough Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| Administrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | Greta Thornsberry and Kathy Shepherd |

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| Activity - Attendance Initiative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 - Other | Attendance Committee (Kathy Shepherd, Tiffany Burke, Sandy Travis, Amanda Lee, Michelle Castle, Brittany Hammonds, Jamie Lawson) |

| Activity - Truancy Initiative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will address students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance. With this initiative, overall reading and math scores will increase through an increase in student attendance. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 - Other | Kathy Shepherd, Michelle Castle, Amanda Lee, Jamie Lawson, Brittany Hammonds, Sandy Travis, and Tiffany Burke (attendance committee) |

Strategy2:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers will document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Research Cited:

| Activity - Career Preparation/Orientation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--|
| Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success. | Career Preparation/Orientation | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | Teresa Clay, Family Resource Center and Classroom Teachers |

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.3% to 87.5% by 05/31/2018 as measured by K-Prep Scores..

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Strategy1:

Monitoring & Evaluation of implementation of achievement activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student achievement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students. | Other - Kindergarten Readiness Policy and Process | 08/03/2015 | 05/02/2016 | \$0 - No Funding Required | Headstart, Early Childcare, and Kindergarten Teachers |

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.3% to 87.5% by 05/31/2018 as measured by K-Prep Scores..

Strategy1:

Monitoring & Evaluation of implementation of achievement activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student achievement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

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| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students. | Other - Kindergarten Readiness Policy and Process | 08/03/2015 | 05/02/2016 | \$0 - No Funding Required | Headstart, Early Childcare, and Kindergarten Teachers |

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

Goal 1:
Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
collaborate to increase the overall combined reading and math for May Valley Elementary from 86.3% to 87.5% by 05/31/2018 as measured by K-Prep Scores..

Strategy1:
Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers wil document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Research Cited:

| Activity - Career Preparation/Orientation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------------|------------|------------|---------------------------|--|
| Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success. | Career Preparation/ Orientation | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | Teresa Clay, Family Resource Center and Classroom Teachers |

Strategy2:
Monitoring & Evaluation of implementation of achievement activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

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Category: Continuous Improvement

Research Cited:

| Activity - Truancy Initiative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will address students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance. With this initiative, overall reading and math scores will increase through an increase in student attendance. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 - Other | Kathy Shepherd, Michelle Castle, Amanda Lee, Jamie Lawson, Brittany Hammonds, Sandy Travis, and Tiffany Burke (attendance committee) |

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---|--|
| Teachers will utilize the program IXL Math to provide enrichment and intervention for students as needed. With this computer program, students will be able to access standards based lessons from home and be provided with instant explanations for questions incorrectly completed. | Direct Instruction Academic Support Program | 09/01/2015 | 05/02/2016 | \$2325 - Title I School Improvement (ISI) | All classroom teachers & Assistant Principal, Kathy Shepherd |

| Activity - Attendance Initiative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year. | Policy and Process | 09/01/2015 | 05/31/2016 | \$0 - Other | Attendance Committee (Kathy Shepherd, Tiffany Burke, Sandy Travis, Amanda Lee, Michelle Castle, Brittany Hammonds, Jamie Lawson) |

| Activity - Study Island | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-------------------------------------|------------|------------|---|------------------------|
| Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills. | Academic Support Program Technology | 08/03/2015 | 05/02/2016 | \$4027 - Title I School Improvement (ISI) | 3rd-5th grade teachers |

| Activity - Accelerated Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---|--|
| AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$3023 - Title I School Improvement (ISI) | Angie Scott, library teacher, and Classroom teachers |

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| Activity - District Walkthrough Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| Administrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | Greta Thornsberry and Kathy Shepherd |

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 average combined reading and math proficiency rating for all students in the non-duplicated gap group from 82.5% to 90.3% by 05/31/2016 as measured by K-Prep Scores.

Strategy1:

RTI - Teachers will analyze data monthly to ensure that the needs of all students are met (intervention and enrichment). Teachers will utilize data boards to ensure students are aware of academic goals. Student progress will be monitored through STAR data, KPrep Scores, Think-Link Scores, Stanford 10 scores, Dreambox, Reading Coach, Reading Recovery, as well as, common classroom formative and summative assessments.

Category: Continuous Improvement

Research Cited:

| Activity - Formative and Summative Assessment Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and achievement. Assessment data will be monitored monthly to determine students in need of intervention support. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | K-5 teachers |

Strategy2:

Monitoring Student Achievement - Teachers will review student achievement monthly in order to meet the needs of all students. Data will be monitored through administrative walk-throughs, assessment notebooks, Think-Link data, Study Island reports, IXL reports, Dreambox, Reading Coach, Reading Recovery, Think-Link data, and formative and summative classroom assessments aligned to Common Core. Data will be monitored during PLC meetings.

Category: Continuous Improvement

Research Cited:

| Activity - Data Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | All teachers and principals |

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| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | All K-5 teachers |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 82.5% to 90.3% by 05/31/2016 as measured by K-Prep Scores.

Strategy1:

Monitoring Student Achievement - Teachers will review student achievement monthly in order to meet the needs of all students. Data will be monitored through administrative walk-throughs, assessment notebooks, Think-Link data, Study Island reports, IXL reports, Dreambox, Reading Coach, Reading Recovery, Think-Link data, and formative and summative classroom assessments aligned to Common Core. Data will be monitored during PLC meetings.

Category: Continuous Improvement

Research Cited:

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks. | Professional Learning | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | All K-5 teachers |

| Activity - Data Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review. | Academic Support Program | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | All teachers and principals |

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Strategy2:

RTI - Teachers will analyze data monthly to ensure that the needs of all students are met (intervention and enrichment). Teachers will utilize data boards to ensure students are aware of academic goals. Student progress will be monitored through STAR data, KPrep Scores, Think-Link Scores, Stanford 10 scores, Dreambox, Reading Coach, Reading Recovery, as well as, common classroom formative and summative assessments.

Category: Continuous Improvement

Research Cited:

| Activity - Formative and Summative Assessment Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and achievement. Assessment data will be monitored monthly to determine students in need of intervention support. | Direct Instruction | 08/03/2015 | 05/31/2016 | \$0 - No Funding Required | K-5 teachers |

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All students at May Valley Elementary will become proficient in all areas of Program Review.

Measurable Objective 1:

collaborate to maintain a total score of 100.0 on all areas of Program Review by 05/02/2016 as measured by Program Review Rubrics.

Strategy1:

Curriculum Development or Alignment - Administrators will develop a school-wide Program Review implementation schedule. Students will be provided Program Review allotted time weekly and implementation into the regular education classroom. This will be monitored through submission of student work, lesson plans, administrative walk throughs, and utilization of rubrics provided by the Kentucky Department of Education.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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| Activity - Curriculum Refinement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|--|
| Students will be provided direct instruction in the areas of Arts and Humanites, Practical Living, and and Writing. Teachers will submit work samples, teams will review data and samples to ensure high quality instruction for all areas. Writing will be monitored through Reading and Math journals additionally. | Direct Instruction Academic Support Program | 08/10/2015 | 05/02/2016 | \$0 - No Funding Required | Teresa Lester and Crystal Akers- leads... implementation- All classroom teachers |

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

May Valley 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

May Valley 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

May Valley 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 | | |

| 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

May Valley Elementary School

| 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 | | |

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Teachers, paraeducators, administrators, community members, parents, and parent advocates were engaged in successful completion of the Missing Piece Diagnostic.

Relationship Building

Overall Rating: 3.86

| | 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. | Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.2 | School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods). | Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 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. | Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities. | Distinguished |

| | 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. | 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: 3.57

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

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | 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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 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). | 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 |

KDE Comprehensive School Improvement Plan

May Valley Elementary School

| | 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 |

Decision Making

Overall Rating: 3.71

| | 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. | All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|--|------------|
| 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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level. | Distinguished |

KDE Comprehensive School Improvement Plan

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

Advocacy

Overall Rating: 3.83

| | 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. | District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs. | Distinguished |

| | 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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 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: 4.0

| | 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. | District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 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. | Distinguished |

| | 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. | Distinguished |

Community Partnerships

Overall Rating: 3.83

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 7.2 | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | 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 and council compacts with an employer network that promotes adult participation in education. | Distinguished |

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

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

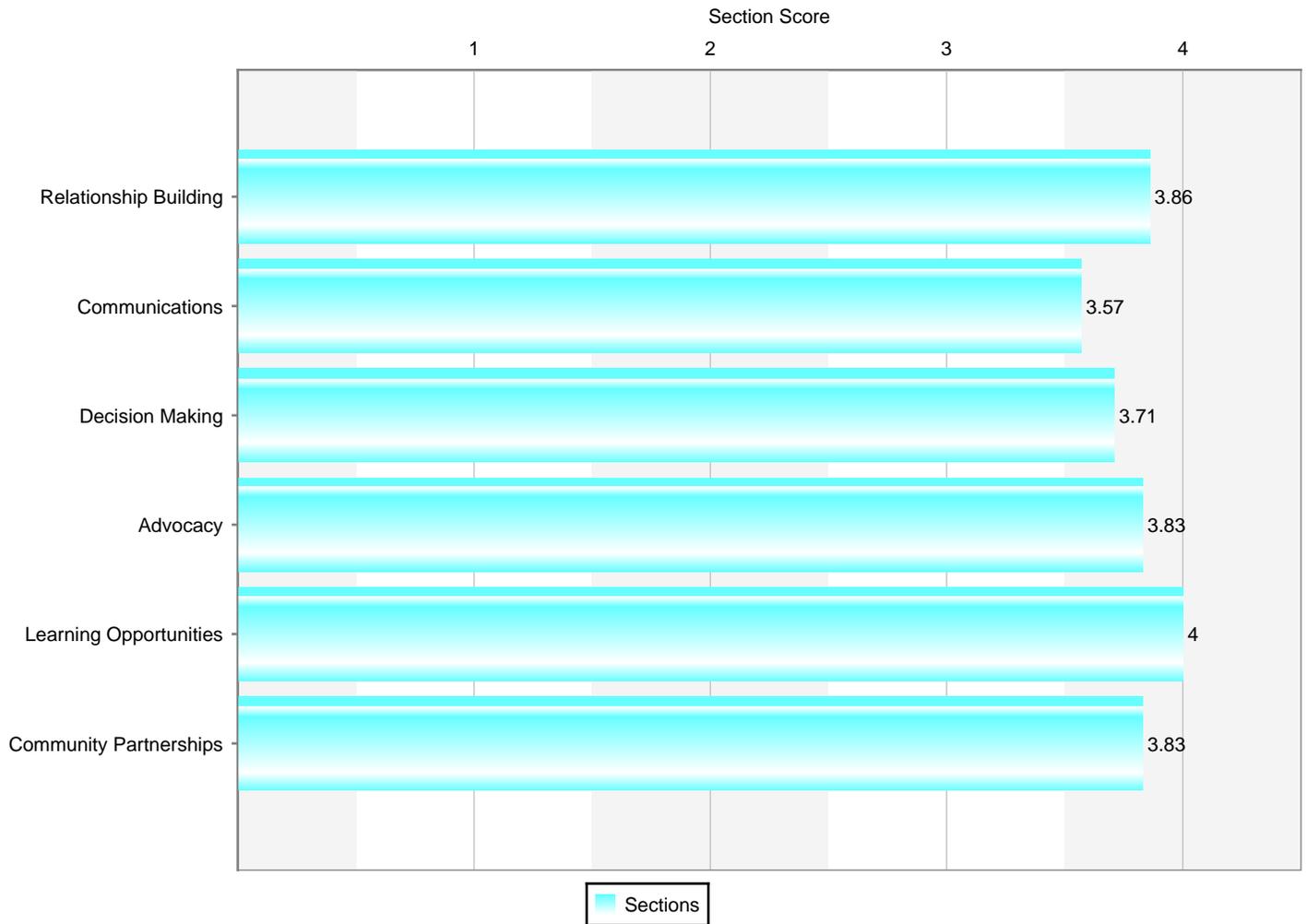
Reflection

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

There is a clear line of communication between parents and staff members. All stakeholders are included in the decision making process and play an important role in the process. Areas of improvement would include more planned, intentional parent conferences for all parents, not just for parents of students with academic or behavioral needs. We will continue to encourage parents and community members to be active participants in our school. We will continue to do home visits as needed. Teachers will identify student needs and collaborate with Teresa Clay in the Family Resource Center to ensure students' and their families' basic needs are met first and foremost.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Teachers and School Based Decision Making Council Members are engaged in the development of CSIP. Teachers meet during scheduled weekly Professional Learning Community (PLC) during planning times to review student progress/performance. They discuss/suggest strategies for school improvement and student growth. School Based Decision Making Council Members are elected by parent/guardians. Meetings are scheduled after work hours so all members can attend.

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

Teacher representatives review data and classroom performance and provide feedback regarding strategies for improvement. Parent representatives (SBDM) provide feedback regarding school curriculum.

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 is available on the school web page. Each teacher is provided a hard copy of the CSIP. This is reviewed at the beginning of the school year. The SBDM Council approves the plan. The plan is revisited throughout the school year as needed.

School Safety Report

Introduction

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

School Safety Requirements

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 1. | Does the public school building have an Emergency Management Plan (EMP)? | Yes | Posted in all classrooms and reviewed during Back to School Orientation | |

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

May Valley Elementary School

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 10. | Have practices been developed for students to follow during an earthquake? | Yes | Procedures are posted and reviewed montly | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 11. | Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)? | Yes | Drills practiced within the first 30 days and reviewed monthly and as needed. Teachers wear identification badges at all times. Classroom doors are closed and locked during instruction. There are curtains in place to cover door interior and exterior windows during a lock down. Vistors sign in before coming into hallways and wear identification badges at all times. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 12. | Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) | Yes | Drills are completed during the first 30 days of school with procedures being taught/reviewed. Emergency Response Drills are also reviewed monthly to ensure students, teachers, and staff understand procedures and are able to implement in a timely manner. | |

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 1.1 | Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school? | Yes | Teachers and administrators met within Professional Learning Communities to analyze KPREP results focusing on GAP scores to determine effectiveness of instruction within the GAP group. Teachers and administrators analyzed Think Link results (benchmark tests) to identify possible barriers related to effectiveness or ineffectiveness regarding instruction/learning. | |

What are the barriers identified?

Possible barriers are implementation of technology within instruction and questioning/discussion techniques.

What sources of data were used to determine the barriers?

Sources of data used were the 2014 KPREP results and Think Link results.

What are the root causes of those identified barriers?

Professional Development opportunities regarding technology and questioning/discussion techniques. More opportunities are needed for vertical Professional Learning Communities to allow growth by peer coaching and collaboration..

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

83.3% of May Valley Teachers were accomplished in the area of Questioning and Discussion techniques. Additionally, 2.9% were Exemplary in the area of Questioning and Discussion techniques.

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.

All students are assigned according to needs based on assessment data. Students rotate among various teachers throughout the day to provide adequate instruction, based on needs, and opportunities for exposure to different teaching strategies. Teachers are assigned to grade levels based on their strengths and interest.

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?

Data is analyzed and students are grouped by ability level. Low-income, minority, Limited English Proficient and Exceptional Children and Youth categories are not a factor in data analysis for student grouping. Students are placed in groups and assigned teachers based on their performance. The lower performing groups are provided with more resources, which may include, but are not limited to, ESS teacher support, Dreambox, Reading Coach, and smaller class sizes in order to provide all students with an equal opportunity for success.

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

Student data is continuously analyzed and reviewed to determine student need. The site base council reviews applications, Praxis scores, and transcripts of potential teachers and looks for teachers that have qualifications in the needed area or prior experience. Interview questions/discussion are centered around areas of concern for the available position. Additionally, new teachers are provided with mentor teachers upon being hired and given daily common planning with same grade level teachers to ensure teacher success and therefore teacher retention.

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?

The site base council reviews applications, Praxis scores, and transcripts of potential teachers and looks for teachers that have qualifications in the needed area or prior experience. Interview questions/discussion are centered around areas of concern for the available position.

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

Effective teachers are retained through goal setting and celebration of successes. Successes are recognized both at the school and district

level. Additionally, we pride ourselves on a positive school culture and climate.

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

New teachers are provided with mentor teachers and common planning to promote effectiveness and retention. Also, some new teachers have had the opportunity to team teach with experienced and effective teachers.

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

Administrators provide teachers with immediate feedback offering suggestions for improvement by way of the walk through document. Teachers are provided time to observe effective teachers for support. Teachers are provided with professional development opportunities to improve specific practices.

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

Our school is participating in the Carnegie Grant which focuses on change management. A school team of six, teachers and administrators, has been formed to address areas which need improvement according to TELL survey results. The committee is developing a plan to address concerns noted on the survey. Committee members, teachers, are addressing survey results during PLC's to seek input from colleagues.

Questions

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

See Comprehensive School Improvement Plan