



KDE Comprehensive School Improvement Plan

Southside Elementary School

Hopkins County

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Nortonville, KY 42442

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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?

Southside Elementary is a school in Nortonville, Kentucky that services the small communities of White Plains, St. Charles, and Nortonville. The school's mascot is a tomcat and the school's colors are blue and white. A new mission statement that was adopted on August 16, 2012 states, "The community of Southside Elementary School is committed to providing all students with the academic and social skills to become life-long learners."

Approximately 480 students in preschool through fifth grade attend the school. Approximately 66.5% of the students receive free or reduced lunch and 7.6% represent a minority population.

Southside Elementary is staffed by 34 certified employees and 23 classified employees and has a 22:1 student to classroom teacher ratio. The school's staffing has remained relatively the same in the last three years. However, a new principal was hired at the beginning of the 2012-2013 school year.

Southside Elementary began Tier I Positive Behavior Supports and Interventions (PBIS) in August, 2012. The implementation focused on common areas (pods, hallways, cafeteria, arrival, and dismissal). Students modeling exemplary behavior by following the Guidelines for Success (Commit to Success, Act Responsibly, Try Your Best, and Show Respect) are rewarded with Cats Cash. In August, 2014, Southside began implementation of Tier II PBIS to provide additional support to individual students having difficulty meeting behavioral expectations.

Lack of parental and community involvement has been a challenge that Southside Elementary has faced for several years. To increase parental and community involvement, the school has implemented a volunteer program that matches volunteers with the needs of students and the whole school. On August 26, 2014, the HEROS Program sponsored by Southside Family Resource and Youth Service Center kicked off. This program provides positive, male role-model volunteers to small and large groups of students throughout the school day. Southside Elementary also hosts several events throughout the school year that encourages parent and community participation. These events include; open house, family movie night, parent-teacher conferences, family lunches, fall festival, honor roll breakfasts, family arts and humanities night, school-wide Christmas program, family health night, breakfast and books, testing and treats family night, PTA meetings, and student awards programs.

The teachers and support staff at Southside Elementary set high expectations for students and themselves. This is reflected in the high levels of regular classroom instruction and interventions administered through the KSI program. Teachers use a variety of teaching strategies such as whole brain instruction and other researched based methods to instruct on a daily basis.

School's Purpose

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

The mission of Southside Elementary is to provide all students with the academic and social skills to become life-long learners. The school adheres to that mission by providing a high level of academic instruction and programs that focus on a variety of social skills. One way Southside Elementary works towards this objective is through the PBIS program. Students are taught and encouraged to follow the Southside Elementary Guidelines for Success both academically and socially.

Students and families of Southside Elementary are serviced by Southside Family Resource and Youth Service Center. The FRYSC strives to meet the needs of students and families by promoting preschool childcare, promoting childcare for children ages four through twelve when school is not in session, providing resources and educational support for new and expectant parents, addressing the four family literacy components, providing or referring students to health services, offering assistance to families with basic needs, and helping to remove barriers to learning.

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.

Three areas that Southside Elementary has achieved notable success are state testing, student safety, and parent involvement. These are also areas Southside Elementary will continue to strive to improve in the next three years.

Based on the 2013 - 2014 KPREP test, Southside was classified as a proficient/progressing school with an overall score of 71.9 and a percentile of 79. The largest percentage of distinguished scores on the KPREP was in the subject area of science. 29% of students taking the science test scored distinguished. The subject area of on-demand writing was also notable with 56.9% of students scoring proficient or distinguished. The novice percentage of on-demand writing was 3.1%

An increase in student safety has achieved due to teachers, staff, and parents working together to implement new dismissal procedures. Students are no longer released to adults at the door of the car rider area. All parents go through the car rider line with an office issued student number visible in the vehicle. These procedures were put in place to insure a safe and orderly dismissal.

Southside Elementary now has an organized volunteer program. All volunteers must have a clear background check then complete an interest form. Using the interest form, volunteers are matched with needs of students and the school. Volunteers are contacted by teachers, FRYSC, and PTA to schedule days and times when assistance is needed. Southside continues to experience an increase of parent and community involvement. Since the beginning of the 2014 school year, volunteers have contributed over 400 hours of service to our students and our school community.

Additional Information

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

Southside Elementary is constantly striving to increase learning opportunities for students through diversified instruction and a variety of methods, such as whole-brain, cooperative grouping, and small group leveled instruction.

Teachers utilize daily common planning and Professional Learning Communities. Weekly PLCs meet to increase the focus on data analysis, curriculum, and instruction. Data is disaggregated to identify gaps in instruction, increase rigor in instruction, and determine reteaching for mastery for individual students.

Southside Elementary also hosts education students from Murray State University. This benefits, not only the college students, but the elementary students. The education students are able to improve their teaching skills and gain classroom experience. The elementary students are able to benefit through the collaborative effort of their classroom teacher and the college student.

2014-2015 Southside Elementary Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Southside Elementary Comprehensive School Improvement Plan

Plan Description

2014-2015 Southside Elementary Comprehensive School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for students from 44% to 72% in 2017	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$87420
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% in 2012 to 66.5% in 2017	Objectives: 2 Strategies: 5 Activities: 11	Academic	\$2550
3	Southside Elementary will implement Positive Behavioral Interventions and Supports (PBIS) to increase both social and academic success for all students.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$750
4	Increase K-3 proficiency by the end of third grade with an increase in reading proficiency from 48.3% to 50.3% and math proficiency from 39.7% to 41.7%	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$200
5	Increase the overall effectiveness of teachers in 2014-2015	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Increase the overall effectiveness of principals in 2014-2015	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	Southside Elementary will conduct program reviews in the following areas: Arts & Humanities, Practical Living & Career Studies, Writing, and K-3.	Objectives: 4 Strategies: 5 Activities: 20	Organizational	\$0

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

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

Strategy 1:

Literacy Initiative - The Southside Elementary administrative staff, classroom teachers, district coach, and district teacher consultant will meet to review evidence/data and determine next steps toward improvement throughout the year to support literacy planning.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize Reading Workshop for Targeted Skill Level Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data will be used to plan instruction targeting specific skills during reading workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers
Activity - Monitor Implementation of Journeys Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of effective small group instruction as presented by Journeys professional development. This will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction	10/23/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, All Teachers
Activity - Monitor Implementation of Writing Policy and Writing Folder Requirements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of writing policy and writing folder requirements through a scheduled review of student writing folders twice a year.	Policy and Process	08/06/2014	05/18/2015	\$500	Title I Schoolwide	Principal, Curriculum Coordinator, Writing Program Review Lead and Team Members, and All Teachers

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Activity - Monitor Implementation of Journeys Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Journeys Reading Curriculum through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$75896	School Council Funds, General Fund	District Office, Principal, Curriculum Coordinator, All Teachers

(shared) Strategy 2:

Curriculum Assessment & Alignment - All teachers will plan instruction and assessment that is aligned to the Kentucky Core Academic Standards.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Implementation of Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of curriculum using best practices for instruction and assessment based on Hopkins County Schools pacing guides through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	District Administrative, Principal, Curriculum Coordinator, All Teachers

Activity - Monitor Implementation of Constructed Response Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of constructed response assessments by requiring samples of constructed response questions and rubrics be collected throughout the year in student writing folders in grades K-5 and weekly samples of scored constructed response questions with rubrics be submitted to the principal for review in grades 3-5. Implementation will be monitored through review of student writing folders and student samples submitted each week.	Academic Support Program	11/17/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Implementation of Live Scoring of Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of live scoring in grades 3-5 to provide immediate and specific feedback to students for constructed response questions. Implementation will be monitored through scheduling of live scoring sessions.	Academic Support Program	12/10/2014	05/18/2015	\$0	No Funding Required	District Administrative Staff, Principal, Curriculum Coordinator, 3-5 Teachers

Activity - District Teacher Consultant Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Collaborate with the district teacher consultant to provide teachers with peer observation opportunities and support in the use of research based strategies to improve instructional practices through professional learning.	Professional Learning	08/06/2014	05/18/2015	\$0	General Fund	District Office, District Teacher Consultant, Principal, Curriculum Coordinator, All Teachers
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Measurable Objective 2:

A 19% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep scores.

Strategy 1:

Math Initiative - The district administrative staff, school administrative staff, and classroom teachers will collaborate to determine next steps toward improvements in math performance at Southside Elementary.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Envision Common Core Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Envision Math Common Core materials through lesson plan checks, learning walks, and observations.	Academic Support Program	08/06/2014	05/18/2015	\$11024	General Fund	Principal, District Administrative Staff, Curriculum Coordinator, All Teachers

Activity - Utilize Math Workshop for Targeted Skill Level Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data will be used to plan instruction targeting specific skills during math workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers

(shared) Strategy 2:

Curriculum Assessment & Alignment - All teachers will plan instruction and assessment that is aligned to the Kentucky Core Academic Standards.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Implementation of Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation of curriculum using best practices for instruction and assessment based on Hopkins County Schools pacing guides through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	District Administrative, Principal, Curriculum Coordinator, All Teachers
Activity - Monitor Implementation of Constructed Response Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of constructed response assessments by requiring samples of constructed response questions and rubrics be collected throughout the year in student writing folders in grades K-5 and weekly samples of scored constructed response questions with rubrics be submitted to the principal for review in grades 3-5. Implementation will be monitored through review of student writing folders and student samples submitted each week.	Academic Support Program	11/17/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers
Activity - Implementation of Live Scoring of Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of live scoring in grades 3-5 to provide immediate and specific feedback to students for constructed response questions. Implementation will be monitored through scheduling of live scoring sessions.	Academic Support Program	12/10/2014	05/18/2015	\$0	No Funding Required	District Administrative Staff, Principal, Curriculum Coordinator, 3-5 Teachers
Activity - District Teacher Consultant Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the district teacher consultant to provide teachers with peer observation opportunities and support in the use of research based strategies to improve instructional practices through professional learning.	Professional Learning	08/06/2014	05/18/2015	\$0	General Fund	District Office, District Teacher Consultant, Principal, Curriculum Coordinator, All Teachers

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

Measurable Objective 1:

A 15% increase of Economically Disadvantaged students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-PREP scores.

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(shared) Strategy 1:

Progress Monitoring - Identify students in the gap group to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Activity - Analyze Data to Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in the gap group to address weaknesses in academic areas.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

Activity - Monitor Progress of Identified Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of the identified students using summative and formative assessments, MAP scores, fluency checks, grades, and other data collected in the student data notebooks.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

(shared) Strategy 2:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

Category: Continuous Improvement

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Monthly PAC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members
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Activity - Monitor Implementation of Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM committees will review best practice policies to promote the use of best practices at Southside Elementary. The principal will monitor implementation of instructional best practices by all staff through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Administrative Staff, SBDM and SBDM committees, All Teachers

Activity - Staff Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will support the principal in decisions made concerning the assignment of staff (strengths) to best meet the needs of the students. All teachers are highly qualified and certified in their field. CIAs are high school graduates or have the GED equivalent. New hires meet the requirements by following the county guidelines which were set up to meet educational requirements for para-educators.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, SBDM, District Office

Activity - Provide Opportunities for Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities by allowing teachers to visit other classes that exhibit best practices for instruction and assessment and provide education students with opportunities for observations and student teaching experiences.	Professional Learning	08/06/2014	05/18/2015	\$700	Title I Schoolwide	Principal, All Teachers

(shared) Strategy 3:

Other - Parent Involvement - With the assistance of SBDM, Title I, Family Resource Center, PTA, Southside Elementary Culture Committee, and our faculty and staff, Southside Elementary will engage in collaboration with parents and community members to address the academic and social (environmental) needs of the school and its students.

Category: Stakeholder Engagement

Activity - Family Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Regularly scheduled family/community involvement activities will be planned to support the curriculum.	Parent Involvement	08/06/2014	05/18/2015	\$850	Title I Schoolwide	Principal, Administrative Staff, Title I, Family Resource Center, PTA, Culture Committee
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Activity - Volunteerism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey parents to find out skills, interest, and availability and provide teachers with this information, so parent volunteers can be utilized effectively.	Parent Involvement	08/06/2014	05/18/2015	\$1000	District Funding	Administrative staff, Family Resource Center, All Teachers

(shared) Strategy 4:

Consolidated Planning and Use of Data - Create an environment of high expectations with administrators, teachers, and staff taking ownership for meeting the needs of all students. Administrators and teachers will make intentional changes to help students in the classroom.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, Guidelines for Closing the Gap for All Students published by the Kentucky Department of Education

Activity - Flexible Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create flexible scheduling to accommodate the instructional needs of all students.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Title I, SBDM

(shared) Strategy 5:

Professional Development - High-quality and ongoing professional development for teachers, principals, paraprofessionals, and other appropriate staff will be provided based on the review of academic data during the comprehensive needs assessment.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Provide High-quality Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Engage teachers in high-quality professional learning opportunities as outlined in the professional development plan, utilizing PD 360 (Edivation), monthly PLC meetings and other job embedded professional development, and other professional learning experiences.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Professional Development Committee, All Teachers
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Measurable Objective 2:

A 19% increase of Economically Disadvantaged students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-PREP scores.

(shared) Strategy 1:

Progress Monitoring - Identify students in the gap group to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Activity - Analyze Data to Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in the gap group to address weaknesses in academic areas.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

Activity - Monitor Progress of Identified Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of the identified students using summative and formative assessments, MAP scores, fluency checks, grades, and other data collected in the student data notebooks.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

(shared) Strategy 2:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

Category: Continuous Improvement

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers

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Activity - Monthly PAC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members
Activity - Monitor Implementation of Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM committees will review best practice policies to promote the use of best practices at Southside Elementary. The principal will monitor implementation of instructional best practices by all staff through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Administrative Staff, SBDM and SBDM committees, All Teachers
Activity - Staff Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will support the principal in decisions made concerning the assignment of staff (strengths) to best meet the needs of the students. All teachers are highly qualified and certified in their field. CIAs are high school graduates or have the GED equivalent. New hires meet the requirements by following the county guidelines which were set up to meet educational requirements for para-educators.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, SBDM, District Office
Activity - Provide Opportunities for Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities by allowing teachers to visit other classes that exhibit best practices for instruction and assessment and provide education students with opportunities for observations and student teaching experiences.	Professional Learning	08/06/2014	05/18/2015	\$700	Title I Schoolwide	Principal, All Teachers

(shared) Strategy 3:

Other - Parent Involvement - With the assistance of SBDM, Title I, Family Resource Center, PTA, Southside Elementary Culture Committee, and our faculty and staff, Southside Elementary will engage in collaboration with parents and community members to address the academic and social (environmental) needs of the school and its students.

Category: Stakeholder Engagement

Activity - Family Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Regularly scheduled family/community involvement activities will be planned to support the curriculum.	Parent Involvement	08/06/2014	05/18/2015	\$850	Title I Schoolwide	Principal, Administrative Staff, Title I, Family Resource Center, PTA, Culture Committee
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Activity - Volunteerism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey parents to find out skills, interest, and availability and provide teachers with this information, so parent volunteers can be utilized effectively.	Parent Involvement	08/06/2014	05/18/2015	\$1000	District Funding	Administrative staff, Family Resource Center, All Teachers

(shared) Strategy 4:

Consolidated Planning and Use of Data - Create an environment of high expectations with administrators, teachers, and staff taking ownership for meeting the needs of all students. Administrators and teachers will make intentional changes to help students in the classroom.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, Guidelines for Closing the Gap for All Students published by the Kentucky Department of Education

Activity - Flexible Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create flexible scheduling to accommodate the instructional needs of all students.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Title I, SBDM

(shared) Strategy 5:

Professional Development - High-quality and ongoing professional development for teachers, principals, paraprofessionals, and other appropriate staff will be provided based on the review of academic data during the comprehensive needs assessment.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Provide High-quality Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Engage teachers in high-quality professional learning opportunities as outlined in the professional development plan, utilizing PD 360 (Edivation), monthly PLC meetings and other job embedded professional development, and other professional learning experiences.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Professional Development Committee, All Teachers
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Goal 3: Southside Elementary will implement Positive Behavioral Interventions and Supports (PBIS) to increase both social and academic success for all students.

Measurable Objective 1:

collaborate to achieve PBIS Tier I fidelity of implementation by 05/18/2015 as measured by the 10 critical elements of PBIS.

Strategy 1:

School-wide Tier I implementation - School-wide Tier I implementation will include the key elements that are the essential components of PBIS. - PBIS Leadership Team has been established and faculty commitment will be ensured. Effective procedures for dealing with discipline has been established with expectations and rules developed, along with lesson plans for teaching expectations and rules and plans. A reward and recognition program has been established school-wide. Data entry and analysis of this data will be done consistently.

Category: Continuous Improvement

Research Cited: Research cited: KYCID

Activity - Post school-wide expectations throughout building.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and maintain posters of school-wide expectations throughout all areas of the building and replace as needed.	Behavioral Support Program	08/06/2014	05/18/2015	\$250	General Fund	PBIS Leadership Team

Activity - School-wide Rewards/Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain CATS Cash reward/recognition system to consistently acknowledge and reinforce appropriate behavior.	Behavioral Support Program	08/06/2014	05/18/2015	\$500	General Fund	PBIS Leadership Team

Activity - Evaluate PBIS Implementation Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Survey students and staff through walkthroughs, Benchmarks of Quality, Self Assessment Survey, and Team Implementation Checklist to evaluate PBIS Implementation fidelity.	Behavioral Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	District Office Staff and PBIS Leadership Team
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Activity - Use School-Wide Information System (SWIS) for Management of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue use of SWIS to collect, analyze, and share office discipline referrals and other PBIS Data.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	District Funding	PBIS Leadership Team/Classroom Teachers/District Office/School Administrative Staff

Activity - Monitor Implementation of School-wide Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to teach school-wide expectations and all procedures/rules for non-classroom areas and reteach those procedures after each school break or as spikes in data as necessary. Monitor the implementation through walk through evaluations and lesson plan checks.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	District Office, Administrative staff, PBIS Leadership Team, Classroom Teachers

Measurable Objective 2:

collaborate to achieve PBIS Tier II implementation by 05/08/2015 as measured by the PBIS Assessment (BAT) Benchmarks for Advanced Tiers tool.

Strategy 1:

PBIS Tier II Implementation - PBIS Tier II Implementation will be achieved with the establishment of a Tier II Team, Process for Student Identification, Monitoring and Evaluation, Intervention Strategies, and Strategy Monitoring and Evaluation.

Category: Continuous Improvement

Research Cited: Research Cited: Kentucky Center for Instructional Discipline (KYCID)

Activity - Establish Tier II Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II Team established to include Counselor, Curriculum Specialist, Special Education Teacher, Title I Teacher	Behavioral Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	School Administrative Staff

Activity - Tier II Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tier II Team will be trained by KYCID through 4 sessions during the current school year.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	District Funding	Tier II Team, School Administration, District Administration
Activity - Establish Tier II Program Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish procedures for Student Identification, Monitoring and Evaluation, Intervention Strategy to be Used, and Process for Monitoring and Evaluation.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	District Funding	Tier II Team

Goal 4: Increase K-3 proficiency by the end of third grade with an increase in reading proficiency from 48.3% to 50.3% and math proficiency from 39.7% to 41.7%

Measurable Objective 1:

A 2% increase of Third grade students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

(shared) Strategy 1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - School Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher

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Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool Teachers

Activity - Monitor Implementation of School Readiness Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program	08/06/2014	05/18/2015	\$200	FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

Strategy 2:

K-3 Literacy Initiative - The Southside Elementary administrative staff and K-3 teachers will meet, review evidence/data, and determine next steps toward improvement throughout the year to support literacy planning.

Category: Continuous Improvement

Activity - Monitor Implementation of Fluency Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers

Measurable Objective 2:

A 2% increase of Third grade students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep.

(shared) Strategy 1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

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Category: Early Learning

Research Cited: Kentucky Initiative

Activity - School Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher
Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool Teachers
Activity - Monitor Implementation of School Readiness Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program	08/06/2014	05/18/2015	\$200	FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

Strategy 2:

K-3 Math Initiative - The district administrative staff, school administrative, and K-3 teachers will meet, review evidence/data, and determine next steps toward improvement in math performance at Southside Elementary.

Category: Continuous Improvement

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Activity - Monitor Implementation of Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers
Activity - Monitor Implementation of Problem Solving Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of problem solving strategies in core math lessons and math workshop lessons and activities through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, K-3 Teachers

Goal 5: Increase the overall effectiveness of teachers in 2014-2015

Measurable Objective 1:

collaborate to implement the Professional Growth and Effectiveness System thus increasing teacher effectiveness by 05/18/2015 as measured by Teacher Professional Growth and Effectiveness System (TPGES).

Strategy 1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student voice survey, and have observations by the administrative team. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Activity - Building Level Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers that are new to our school and TPGES Cycle 3 teachers will be paired with another teacher within the building to observe, share ideas, and foster relationship building. These will be "building buddies".	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Building Buddies, Teachers (new to our school and TPGES Cycle 3)
Activity - PLCs and PAC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Implementation of grade level PLCs and the PAC to foster communication and disaggregation of data.	Professional Learning	08/04/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Guidance Counselor, All Teachers
Activity - Training for teachers in the use of CIITS.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional focus on the Educator Development Suite and PD360 (Edivation)	Professional Learning	08/04/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers
Activity - Implementation and Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and monitor student growth goals based on student needs and drive instruction.	Professional Learning	08/04/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Guidance Counselor, All Teachers

Goal 6: Increase the overall effectiveness of principals in 2014-2015

Measurable Objective 1:

collaborate to implement the Professional Growth and Effectiveness System thus increasing principal effectiveness by 05/18/2015 as measured by Principal Professional Growth and Effectiveness System (PPGES).

Strategy 1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from TELL Kentucky Survey and collection and use of student data.

Category: Principal PPGES

Activity - Monitor Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the implementation of core reading program and KSI the percent of proficient and distinguished readers will increase. Analyze data to include KPREP, MAP, and Common Assessments.	Academic Support Program	08/11/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

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Activity - Collaborate with District Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has assigned a support coach to assist the principal with all aspects of being a principal. The coach will participate in PAC meetings and will provide coaching sessions as needed.	Professional Learning	08/04/2014	05/18/2015	\$0	No Funding Required	Principal and District Administrative Staff
Activity - Monitor the Implementation of the Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work to incorporate time available to allow teachers to collaborate with colleagues through established no meeting Monday, effective PLC practices, PAC, and building level mentors. This will foster a positive and productive working environment.	Professional Learning	08/11/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator
Activity - Utilization of data to accomplish the professional growth goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP students and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/04/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, District Administrative Staff

Goal 7: Southside Elementary will conduct program reviews in the following areas: Arts & Humanities, Practical Living & Career Studies, Writing, and K-3.

Measurable Objective 1:

demonstrate a proficiency in our Arts and Humanities program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Arts and Humanities Program Review rubric.

Strategy 1:

Arts & Humanities Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Arts & Humanities Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Arts & Humanities Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Arts & Humanities program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Arts & Humanities Program Review Lead and Team Members, All Teachers
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Activity - Development of Next Steps for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers

Activity - Integrating Arts & Humanities Curriculum Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As documented by the Southside Elementary Professional Development Plan 2014-2015, teachers received training on techniques, vocabulary, and strategies for integrating Arts & Humanities into other content areas. The training was presented by the Arts & Humanities teachers.	Professional Learning	08/05/2014	05/18/2015	\$0	No Funding Required	Principal, Professional Development Committee, Arts & Humanities Teachers, and All Teachers

Activity - Monitor Implementation of Intentional and Meaningful Integration of the Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to provide intentional and meaningful integration of the arts at each grade level. Arts and Humanities KCAS will be reviewed to determine areas of focus for primary grades (K-3) and natural cross-curricular connections for intermediate grades (4-5) which will provide support for the arts instruction provided by the specials teachers. Implementation will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Specials Teachers, All Teachers

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Measurable Objective 2:

demonstrate a proficiency in our Practical Living / Career Studies program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Practical Living / Career Studies Program Review rubric.

Strategy 1:

Practical Living / Career Studies Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Practical Living / Career Studies Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Practical Living / Career Studies Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Practical Living / Career Studies program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, PLCS Program Review Lead and Team Members, All Teachers
Activity - Development of Next Steps for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers
Activity - Monitor Implementation of Comprehensive Health Education Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor Implementation of a comprehensive health education curriculum that is sequentially planned through lesson plan checks, learning walks, and observations. Health Education Curriculum will provide learning strategies and activities that ensure students receive instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers, Curriculum Committee, PLCS Wellness Coordinated School Health Committee, PLCS Program Review Team Lead and Members
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Activity - PLCS Wellness Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLCS Wellness Coordinated School Health committee will meet regularly to provide collaboration for school wide integration of the health curriculum. Documentation will be provided through committee minutes.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, PLCS Wellness Coordinated School Health Committee

Activity - Utilize Scoring Guides, Rubrics, and Models for Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scoring guides, rubrics, and models will be used to assess student performance of PLCS assignments and tasks. Documentation will be provided through lesson plans, student samples, learning walks, and observations.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, All Teachers, PLCS Program Review Team Members

Activity - Monitor Implementation of School Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation of the School Wellness Policy with a commitment to nutrition, physical activity, health education, and employee wellness through lesson plan checks, learning walks, observations, and documentation of other wellness activities. The goal of the School Wellness Policy is for all Southside Elementary students to gain the knowledge and skills necessary to make healthy choices involving nutritious food, physical activity, and risky behaviors. All staff members at Southside Elementary are encouraged to model healthful eating and physical activity as a valuable part of daily life.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, PLCS Program Review Team Lead and Members, All Teachers, Cafeteria Staff
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Measurable Objective 3:

demonstrate a proficiency in our Writing program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Writing Program Review rubric.

Strategy 1:

Writing Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Writing program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Writing Program Review Lead and Team Members, All Teachers

Activity - Development of Next Steps for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Team Lead and Team Members, All Teachers
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Activity - Writing and Communication Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize information from Individual Writing Assessments (Fall, Winter, and Spring) to set writing and communication goals which will be used to monitor student progress. Implementation will be monitored using the following: conference notes, goal setting sheets, student data notebooks, writing folders, journals, and writing folder reviews.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Writing Program Review Team Members, All Teachers

Activity - Monitor Implementation of Quality Student Writing Samples as Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of student samples being used as models of quality writing through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Writing Program Team Members, All Teachers

Measurable Objective 4:

demonstrate a proficiency in our K-3 program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE K-3 Program Review rubric.

Strategy 1:

K-3 Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of K-3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The K-3 Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our K-3 program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Lead and Team Members, Primary Teachers
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Activity - Development of Next Steps for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Team Lead and Team Members, Primary Teachers

Activity - Monitor Implementation of Primary Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies presented in the district sponsored "Primary Writing" professional development through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Primary Writing Training Teacher Representatives, Primary Teachers

Activity - Monitor Implementation of Effective Strategies for Envision Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the effective instructional strategies presented in the grade level specific district sponsored Envision Math professional development through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Primary Teachers

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Activity - Develop Informal Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers will collaborate during PLCs to develop grade level check lists and other daily/weekly informal assessments. Data collected from these assessments will be reviewed to adjust instruction as needed based on the data analysis.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Primary Teachers

Strategy 2:

RTI/KSI - Universal screening data from BRIGANCE (K) and MAP will be used to identify students in need of interventions, and a KSI Intervention Plan will be developed.

Category: Learning Systems

Activity - Monitor Implementation of RTI/KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of RTI/KSI program through support from district administrative staff, SST (Student Support Team), Title I interventionist, and principal.	Policy and Process	08/06/2014	05/18/2015	\$0	No Funding Required	Principal, District Administrative Staff, SST (Student Support Team), Title I Interventionist, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Writing Program	The Writing Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Writing program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Writing Program Review Lead and Team Members, All Teachers
Monitor Implementation of Effective Strategies for Envision Math	Monitor the implementation of the effective instructional strategies presented in the grade level specific district sponsored Envision Math professional development through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Primary Teachers
Monitor Implementation of Constructed Response Assessments	Monitor implementation of constructed response assessments by requiring samples of constructed response questions and rubrics be collected throughout the year in student writing folders in grades K-5 and weekly samples of scored constructed response questions with rubrics be submitted to the principal for review in grades 3-5. Implementation will be monitored through review of student writing folders and student samples submitted each week.	Academic Support Program	11/17/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers
Monitor Implementation of Problem Solving Strategies	Monitor the implementation of problem solving strategies in core math lessons and math workshop lessons and activities through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, K-3 Teachers
Monitor Student Growth Goal	Through the implementation of core reading program and KSI the percent of proficient and distinguished readers will increase. Analyze data to include KPREP, MAP, and Common Assessments.	Academic Support Program	08/11/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

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PLCs and PAC	Implementation of grade level PLCs and the PAC to foster communication and disaggregation of data.	Professional Learning	08/04/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Guidance Counselor, All Teachers
Monitor Implementation of Practical Living / Career Studies Program	The Practical Living / Career Studies Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Practical Living / Career Studies program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, PLCS Program Review Lead and Team Members, All Teachers
Monitor Implementation of Comprehensive Health Education Curriculum	Monitor Implementation of a comprehensive health education curriculum that is sequentially planned through lesson plan checks, learning walks, and observations. Health Education Curriculum will provide learning strategies and activities that ensure students receive instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers, Curriculum Committee, PLCS Wellness Coordinated School Health Committee, PLCS Program Review Team Lead and Members
Monitor Implementation of Fluency Practice	Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers
Building Level Mentors	All teachers that are new to our school and TPGES Cycle 3 teachers will be paired with another teacher within the building to observe, share ideas, and foster relationship building. These will be "building buddies".	Professional Learning	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Building Buddies, Teachers (new to our school and TPGES Cycle 3)

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Monitor Implementation of Quality Student Writing Samples as Models	Monitor the implementation of student samples being used as models of quality writing through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Writing Program Team Members, All Teachers
Utilize Scoring Guides, Rubrics, and Models for Assessment	Scoring guides, rubrics, and models will be used to assess student performance of PLCS assignments and tasks. Documentation will be provided through lesson plans, student samples, learning walks, and observations.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers, PLCS Program Review Team Members
Monitor Implementation of Primary Writing Strategies	Monitor the implementation of the instructional strategies presented in the district sponsored "Primary Writing" professional development through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Primary Writing Training Teacher Representatives, Primary Teachers
Establish Tier II Intervention Team	Tier II Team established to include Counselor, Curriculum Specialist, Special Education Teacher, Title I Teacher	Behavioral Support Program	08/06/2014	05/08/2015	\$0	School Administrative Staff
Monitor Progress of Identified Students	Monitor the progress of the identified students using summative and formative assessments, MAP scores, fluency checks, grades, and other data collected in the student data notebooks.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers
Collaborate with District Coach	The district has assigned a support coach to assist the principal with all aspects of being a principal. The coach will participate in PAC meetings and will provide coaching sessions as needed.	Professional Learning	08/04/2014	05/18/2015	\$0	Principal and District Administrative Staff
Analyze Data to Identify Students	Identify students in the gap group to address weaknesses in academic areas.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

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PLCS Wellness Coordinated School Health Committee	The PLCS Wellness Coordinated School Health committee will meet regularly to provide collaboration for school wide integration of the health curriculum. Documentation will be provided through committee minutes.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, PLCS Wellness Coordinated School Health Committee
Utilize Math Workshop for Targeted Skill Level Instruction	MAP data will be used to plan instruction targeting specific skills during math workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers
Implementation of Pacing Guides	Monitor the implementation of curriculum using best practices for instruction and assessment based on Hopkins County Schools pacing guides through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	District Administrative, Principal, Curriculum Coordinator, All Teachers
Development of Next Steps for Improvement	Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Team Lead and Team Members, Primary Teachers
Traning for teachers in the use of CIITS.	Intentional focus on the Educator Development Suite and PD360 (Edivation)	Professional Learning	08/04/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers
Monitor Implementation of Arts & Humanities Program	The Arts & Humanities Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Arts & Humanities program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Arts & Humanities Program Review Lead and Team Members, All Teachers

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Flexible Scheduling	Create flexible scheduling to accommodate the instructional needs of all students.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Title I, SBDM
Weekly PLC Meetings	Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers
Monitor Implementation of School Wellness Policy	Monitor the implementation of the School Wellness Policy with a commitment to nutrition, physical activity, health education, and employee wellness through lesson plan checks, learning walks, observations, and documentation of other wellness activities. The goal of the School Wellness Policy is for all Southside Elementary students to gain the knowledge and skills necessary to make healthy choices involving nutritious food, physical activity, and risky behaviors. All staff members at Southside Elementary are encouraged to model healthful eating and physical activity as a valuable part of daily life.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, PLCS Program Review Team Lead and Members, All Teachers, Cafeteria Staff
Develop Informal Assessments	Primary teachers will collaborate during PLCs to develop grade level check lists and other daily/weekly informal assessments. Data collected from these assessments will be reviewed to adjust instruction as needed based on the data analysis.	Professional Learning	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Primary Teachers
Monitor Implementation of School-wide Expectations	Continue to teach school-wide expectations and all procedures/rules for non-classroom areas and reteach those procedures after each school break or as spikes in data as necessary. Monitor the implementation through walk through evaluations and lesson plan checks.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	District Office, Administrative staff, PBIS Leadership Team, Classroom Teachers
Integrating Arts & Humanities Curriculum Professional Development	As documented by the Southside Elementary Professional Development Plan 2014-2015, teachers received training on techniques, vocabulary, and strategies for integrating Arts & Humanities into other content areas. The training was presented by the Arts & Humanities teachers.	Professional Learning	08/05/2014	05/18/2015	\$0	Principal, Professional Development Committee, Arts & Humanities Teachers, and All Teachers

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School Readiness Screener	At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process	08/06/2014	05/18/2015	\$0	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher
Provide High-quality Professional Development	Engage teachers in high-quality professional learning opportunities as outlined in the professional development plan, utilizing PD 360 (Edivation), monthly PLC meetings and other job embedded professional development, and other professional learning experiences.	Professional Learning	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Professional Development Committee, All Teachers
Monitor the Implementation of the Working Conditions Goal	Work to incorporate time available to allow teachers to collaborate with colleagues through established no meeting Monday, effective PLC practices, PAC, and building level mentors. This will foster a positive and productive working environment.	Professional Learning	08/11/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator
Implementation and Monitor Student Growth Goals	Teachers will implement and monitor student growth goals based on student needs and drive instruction.	Professional Learning	08/04/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Guidance Counselor, All Teachers
Utilization of data to accomplish the professional growth goal	Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP students and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/04/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, District Administrative Staff
Implementation of Live Scoring of Constructed Response	Monitor implementation of live scoring in grades 3-5 to provide immediate and specific feedback to students for constructed response questions. Implementation will be monitored through scheduling of live scoring sessions.	Academic Support Program	12/10/2014	05/18/2015	\$0	District Administrative Staff, Principal, Curriculum Coordinator, 3-5 Teachers

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Evaluate PBIS Implementation Fidelity	Survey students and staff through walkthroughs, Benchmarks of Quality, Self Assessment Survey, and Team Implementation Checklist to evaluate PBIS Implementation fidelity.	Behavioral Support Program	08/06/2014	05/18/2015	\$0	District Office Staff and PBIS Leadership Team
Monitor Implementation of Journeys Small Group Instruction	Monitor the implementation of effective small group instruction as presented by Journeys professional development. This will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction	10/23/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, District Administrative Staff, All Teachers
Development of Next Steps for Improvement	Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers
Monitor Implementation of Intentional and Meaningful Integration of the Arts	Teachers will collaborate to provide intentional and meaningful integration of the arts at each grade level. Arts and Humanities KCAS will be reviewed to determine areas of focus for primary grades (K-3) and natural cross-curricular connections for intermediate grades (4-5) which will provide support for the arts instruction provided by the specials teachers. Implementation will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Specials Teachers, All Teachers
Monitor Implementation of RTI/KSI	Monitor Implementation of RTI/KSI program through support from district administrative staff, SST (Student Support Team), Title I interventionist, and principal.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, District Administrative Staff, SST (Student Support Team), Title I Interventionist, Principal
Monitor Implementation of Fluency Expectations	Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers

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Monitor Implementation of K-3 Program	The K-3 Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our K-3 program at the proficient performance level.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Lead and Team Members, Primary Teachers
Monitor the Implementation of Preschool Transition Day Activities	Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program	08/06/2014	05/18/2015	\$0	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool Teachers
Monthly PAC Meetings	PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning	08/06/2014	05/18/2015	\$0	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members
Monitor Implementation of Best Practices	SBDM committees will review best practice policies to promote the use of best practices at Southside Elementary. The principal will monitor implementation of instructional best practices by all staff through lesson plan checks, learning walks, and observations.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Administrative Staff, SBDM and SBDM committees, All Teachers
Development of Next Steps for Improvement	Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers

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Writing and Communication Goal Setting	Teachers will utilize information from Individual Writing Assessments (Fall, Winter, and Spring) to set writing and communication goals which will be used to monitor student progress. Implementation will be monitored using the following: conference notes, goal setting sheets, student data notebooks, writing folders, journals, and writing folder reviews.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, Writing Program Review Team Members, All Teachers
Staff Assignments	The SBDM will support the principal in decisions made concerning the assignment of staff (strengths) to best meet the needs of the students. All teachers are highly qualified and certified in their field. CIAs are high school graduates or have the GED equivalent. New hires meet the requirements by following the county guidelines which were set up to meet educational requirements for para-educators.	Policy and Process	08/06/2014	05/18/2015	\$0	Principal, SBDM, District Office
Utilize Reading Workshop for Targeted Skill Level Instruction	MAP data will be used to plan instruction targeting specific skills during reading workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Curriculum Coordinator, All Teachers
Development of Next Steps for Improvement	Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program	08/06/2014	05/18/2015	\$0	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Team Lead and Team Members, All Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Establish Tier II Program Procedures	Establish procedures for Student Identification, Monitoring and Evaluation, Intervention Strategy to be Used, and Process for Monitoring and Evaluation.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	Tier II Team
Volunteerism	Survey parents to find out skills, interest, and availability and provide teachers with this information, so parent volunteers can be utilized effectively.	Parent Involvement	08/06/2014	05/18/2015	\$1000	Administrative staff, Family Resource Center, All Teachers

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Tier II Team Training	Tier II Team will be trained by KYCID through 4 sessions during the current school year.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	Tier II Team, School Administration, District Administration
Use School-Wide Information System (SWIS) for Management of Data	Continue use of SWIS to collect, analyze, and share office discipline referrals and other PBIS Data.	Behavioral Support Program	08/06/2014	05/08/2015	\$0	PBIS Leadership Team/Classroom Teachers/District Office/School Administrative Staff
Total					\$1000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of School Readiness Activities	Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program	08/06/2014	05/18/2015	\$200	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers
Total					\$200	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Journeys Reading Curriculum	Monitor implementation of Journeys Reading Curriculum through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$3269	District Office, Principal, Curriculum Coordinator, All Teachers
Total					\$3269	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Provide Opportunities for Peer Observations	Provide professional learning opportunities by allowing teachers to visit other classes that exhibit best practices for instruction and assessment and provide education students with opportunities for observations and student teaching experiences.	Professional Learning	08/06/2014	05/18/2015	\$700	Principal, All Teachers
Monitor Implementation of Writing Policy and Writing Folder Requirements	Monitor implementation of writing policy and writing folder requirements through a scheduled review of student writing folders twice a year.	Policy and Process	08/06/2014	05/18/2015	\$500	Principal, Curriculum Coordinator, Writing Program Review Lead and Team Members, and All Teachers
Family Involvement Activities	Regularly scheduled family/community involvement activities will be planned to support the curriculum.	Parent Involvement	08/06/2014	05/18/2015	\$850	Principal, Administrative Staff, Title I, Family Resource Center, PTA, Culture Committee
Total					\$2050	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide Rewards/Recognition	Maintain CATS Cash reward/recognition system to consistently acknowledge and reinforce appropriate behavior.	Behavioral Support Program	08/06/2014	05/18/2015	\$500	PBIS Leadership Team
Monitor Implementation of Envision Common Core Math Program	Monitor the implementation of the Envision Math Common Core materials through lesson plan checks, learning walks, and observations.	Academic Support Program	08/06/2014	05/18/2015	\$11024	Principal, District Administrative Staff, Curriculum Coordinator, All Teachers
District Teacher Consultant Assistance	Collaborate with the district teacher consultant to provide teachers with peer observation opportunities and support in the use of research based strategies to improve instructional practices through professional learning.	Professional Learning	08/06/2014	05/18/2015	\$0	District Office, District Teacher Consultant, Principal, Curriculum Coordinator, All Teachers

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Post school-wide expectations throughout building.	Monitor and maintain posters of school-wide expectations throughout all areas of the building and replace as needed.	Behavioral Support Program	08/06/2014	05/18/2015	\$250	PBIS Leadership Team
Monitor Implementation of Journeys Reading Curriculum	Monitor implementation of Journeys Reading Curriculum through lesson plan checks, learning walks, and observations.	Direct Instruction	08/06/2014	05/18/2015	\$72627	District Office, Principal, Curriculum Coordinator, All Teachers
Total					\$84401	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

What does the data/information tell us?

Accountability Performance - an overall score of 71.7 at the 79th percentile receiving a proficient/progressing classification

The annual measurable objective for 2014 was 65.4

52.6 percent proficient/distinguished - School's Reading Performance

44.3 percent proficient/distinguished - School's Math Performance

75.8 percent proficient/distinguished - School's Science Performance

48.5 percent proficient/distinguished - School's Social Studies Performance

57.4 percent proficient/distinguished - School's Writing Performance

51.5 percent proficient/distinguished - School's Language Mechanics Performance

Percentages by race White 92.4%, African American 1.0%, Hispanic 3.8%, Asian 0.5%, Two or more 2.4%

Percentages by gender male 48.9% and female 51.1%

Number receiving free and reduced lunches with free - 238 and reduced - 42

Attendance rate 95.1%

Proficiency Delivery Target for 2015 - 64.2

Gap Delivery Targets for 2015 - combined reading and math 60.7, reading 64.2, and math 57.2

Science Delivery Target for 2015 - 91.0

Social Studies Delivery Target for 2015 -73.4

Writing Delivery Target for 2015 - 58.0

What does the data/information not tell us?

Due to different reporting dates for meal status counts and enrollment numbers, the percentage of students included in the free and reduced lunch gap group could vary.

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?

The area of science continued to be an area of strength. This area had the largest percentage of distinguished scores on the KPREP test. 28.8% of students taking the science test scored distinguished. Another area of strength was writing. Our school scored 57.4 which was above the district score of 50.3 and the state score of 38.7. Writing also had the lowest percentage of novice than other areas at 2.9%

Opportunities for Improvement

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

We have planned improvement in proficiency for reading from 51.6 to reach our delivery target for 2015 which is 66.4.

Reading improvements:

Curriculum - pacing guides and implementation of Journeys reading program

School Readiness - Brigance screener for incoming kindergarten students

Literacy Initiative - program review process, small group instruction based on reading levels, district teacher consultant assistance

We have planned improvement in proficiency for math from 43.1 to reach our delivery target for 2015 which is 61.9.

Math improvements:

Curriculum - pacing guides

School Readiness - Brigance screener for incoming kindergarten students

Math Initiative - Grade Level PLC meetings, Envision Common Core materials, and district teacher consultant assistance

Social Studies was an area in need of improvement. Percent Proficient/Distinguished - School 45.6, District 60.7, State 58.2. We scored lower than both the district and state in the area of social studies.

Conclusion

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

The next steps will be to implement the activities outlined in our school's improvement plan based on the information collected through the data analysis and the program review process. The activities were selected to target areas of concern.

The Missing Piece

Introduction

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

Stakeholders

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

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

Millie Seiber - Principal

Mauretta Gillespie - Guidance Counselor

Connie Holmes - Curriculum Coordinator

Heather Smith - teacher/parent - Curriculum Committee

Leeann Wampler - teacher/parent

Allie Creekmur - teacher/parent

Sharon Tedder - teacher/parent - Curriculum Committee

Joy Harper - teacher/grandparent - Curriculum Committee

Elizabeth Cavanaugh - parent - Curriculum Committee

Relationship Building

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

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
2.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

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

Overall Rating: 2.43

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

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

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

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

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

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

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

Advocacy

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

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

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

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

KDE Comprehensive School Improvement Plan

Southside Elementary School

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

Community Partnerships

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

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

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

Reflection

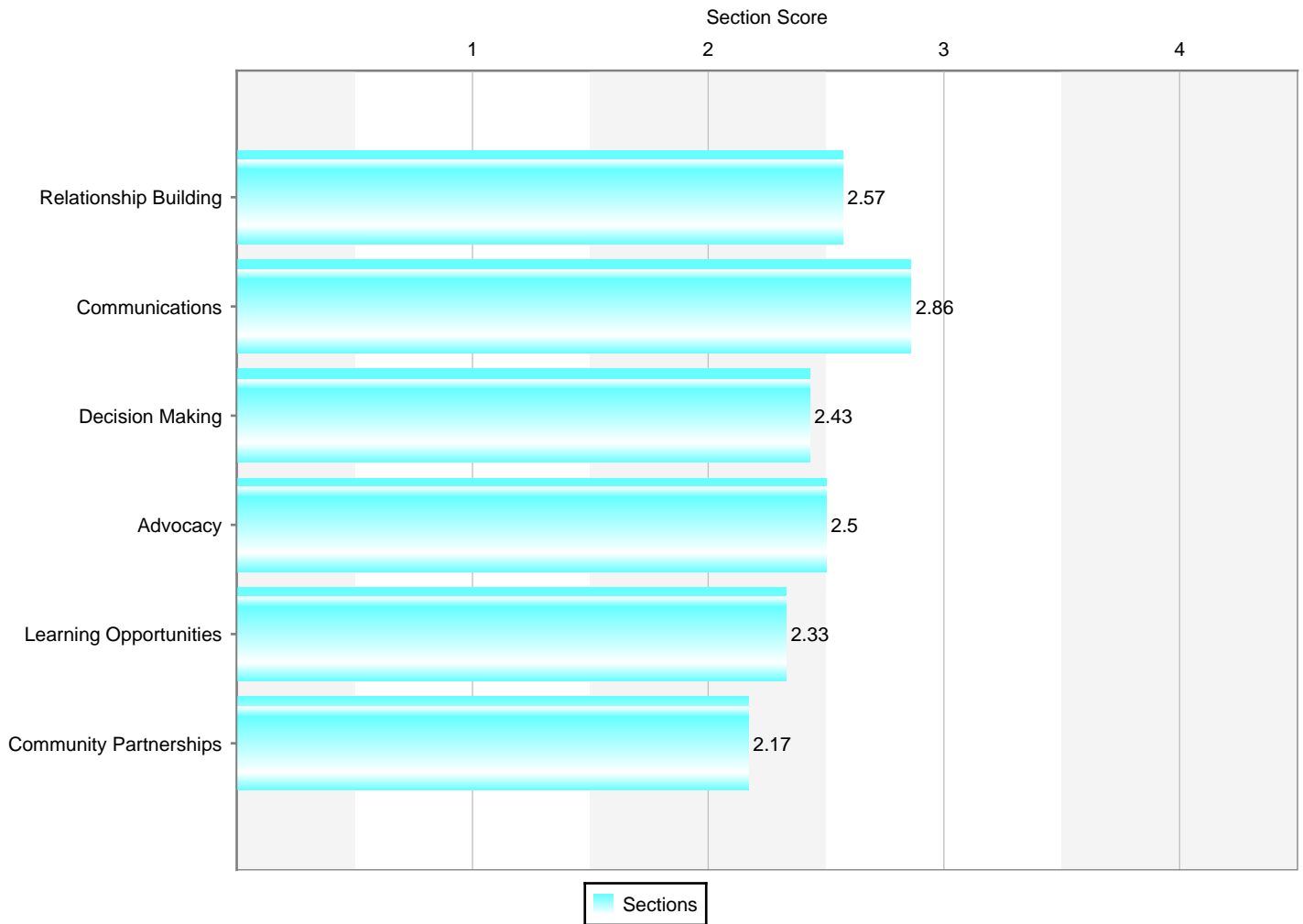
Reflect upon your responses to each of the Missing Piece objectives.

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

Areas of strength were Relationship Building and Communications. Areas for improvement were Community Partnerships and Learning Opportunities. We will continue to build relationships and sustain communications through parent involvement programs, school volunteer program, written and verbal invitations to school activities, and utilization of the school website and all call system. We plan to improve community partnership and learning opportunities through collaboration with FRYSC and outside agencies.

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.

Our school improvement plan is a fluid plan, with some activities building upon the prior year's plan, and other activities being added as we realize a need.

In order to solicit input from a variety of stakeholders, we receive feedback from parents and staff members through committee and Program Review team involvement, PLCs, and the TELL survey. The PLCs, committees, and teams form the catalyst of our school's improvement plan. Discussion amongst these stakeholders is shared with the Principal's Advisory Council and the School Based Decision Making Council to implement necessary improvements.

The Principal's Advisory Council consists of representatives from all grade levels, special education, and related art. Teachers were chosen for PAC based on formal leadership roles and/or because they take on more informal leadership responsibilities. PAC also includes all Administrative Team members (principal, guidance counselor, curriculum coordinator, and district coach). The Principal's Advisory Council meets monthly.

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

The stakeholders that participated in the development of the improvement plan were all teachers in addition to the Administrative Team. The teachers met as PLCs. These groups were comprised of individuals from across grade levels and areas. The Administrative Team members (principal, guidance counselor, and curriculum coordinator) were also included during the PLCs.

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

Before submitting the CSIP to the district for approval, the Curriculum Committee, Administrative Team, and School Based Decision Making Council reviewed the document and revisions were made. On completion, the CSIP will be placed on our school website. Since the CSIP is an open record, it will always be available on demand.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool students visit the kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. The school is implementing PBIS and has uniform rules and procedures for hallways, careteria, etc. which will help students transition.	

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	All teachers are highly qualified and certified in their field. Our school welcomes observations by education students through the Murray State University teacher education program, and we usually have one or more student teachers each school year. Our principal is very willing to hire and work with intern teachers. The district teacher consultant and school curriculum coordinator assist new teachers as needed.	

KDE Comprehensive School Improvement Plan

Southside Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	CIAs are high school graduates or the GED equivalent. We ensure new hires meet the requirements by following the county guidelines which are set up to meet educational requirements for para educators. All teachers are highly qualified and certified in their field.	

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	The Title I budget was approved by the SBDM and District Title I Coordinator with all funds being used only for allowable program and activities.	

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	The school offers parents opportunities to be involved through the SBDM council, SBDM committees, and Title I Parent Advisory Council.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The ten components of a schoolwide program were incorporated into the Comprehensive School Improvement Plan.	

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		

KDE Comprehensive School Improvement Plan

Southside Elementary School

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.	No	Our school provides schoolwide Title I services.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Our school provides schoolwide Title I services.	

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.	No	Our school provides schoolwide Title I services.	

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.	No	Our school provides schoolwide Title I services.	

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Our school provides schoolwide Title I services.	

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.	No	Our school provides schoolwide Title I services.	

KDE Comprehensive School Improvement Plan

Southside Elementary School

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.	No	Our school provides schoolwide Title I services.	

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.	No	Our school provides schoolwide Title I services.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Our school provides schoolwide Title I services.	

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.	No	Our school provides schoolwide Title I services.	

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.hopkins.k12.ky.us/SouthsideElementary.cfm?subpage=719278	

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		

KDE Comprehensive School Improvement Plan

Southside Elementary School

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	NA - Title I does not fund such positions listed.	

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	CIAs work with students under the supervision of classroom teachers.	

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.	No	Our school provides schoolwide Title I services.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Our school provides schoolwide Title I services.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	The Title I teacher is being utilized to reduce class size for fourth grade core language arts instruction due to being over CAPS. The SBDM discussed and approved the use of the Title I teacher for fourth grade core language arts due to the overage of CAPS.	

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Southside Elementary School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Title II funds were utilized for CSRT in grades 1 and 2. The SBDM discussed and approved using the CSRT to reduce class size for first grade core language arts, first grade core math, and second grade core math.	

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-PREP scores.

Strategy1:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

Category: Continuous Improvement

Research Cited:

Activity - Weekly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Monthly PAC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members

Measurable Objective 2:

A 19% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-PREP scores.

Strategy1:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

KDE Comprehensive School Improvement Plan

Southside Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Weekly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Monthly PAC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members

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 students from 44% to 72% in 2017

Measurable Objective 1:

A 19% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep scores.

Strategy1:

Math Initiative - The district administrative staff, school administrative staff, and classroom teachers will collaborate to determine next steps toward improvements in math performance at Southside Elementary.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize Math Workshop for Targeted Skill Level Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data will be used to plan instruction targeting specific skills during math workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Monitor Implementation of Envision Common Core Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the Envision Math Common Core materials through lesson plan checks, learning walks, and observations.	Academic Support Program			08/06/2014	05/18/2015	\$11024 - General Fund	Principal, District Administrative Staff, Curriculum Coordinator, All Teachers

Strategy2:

Curriculum Assessment & Alignment - All teachers will plan instruction and assessment that is aligned to the Kentucky Core Academic Standards.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - District Teacher Consultant Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district teacher consultant to provide teachers with peer observation opportunities and support in the use of research based strategies to improve instructional practices through professional learning.	Professional Learning			08/06/2014	05/18/2015	\$0 - General Fund	District Office, District Teacher Consultant, Principal, Curriculum Coordinator, All Teachers

Activity - Implementation of Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of curriculum using best practices for instruction and assessment based on Hopkins County Schools pacing guides through lesson plan checks, learning walks, and observations.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Administrative, Principal, Curriculum Coordinator, All Teachers

Activity - Monitor Implementation of Constructed Response Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of constructed response assessments by requiring samples of constructed response questions and rubrics be collected throughout the year in student writing folders in grades K-5 and weekly samples of scored constructed response questions with rubrics be submitted to the principal for review in grades 3-5. Implementation will be monitored through review of student writing folders and student samples submitted each week.	Academic Support Program			11/17/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Implementation of Live Scoring of Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of live scoring in grades 3-5 to provide immediate and specific feedback to students for constructed response questions. Implementation will be monitored through scheduling of live scoring sessions.	Academic Support Program			12/10/2014	05/18/2015	\$0 - No Funding Required	District Administrative Staff, Principal, Curriculum Coordinator, 3-5 Teachers

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

Strategy1:

Literacy Initiative - The Southside Elementary administrative staff, classroom teachers, district coach, and district teacher consultant will meet to review evidence/data and determine next steps toward improvement throughout the year to support literacy planning.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Writing Policy and Writing Folder Requirements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of writing policy and writing folder requirements through a scheduled review of student writing folders twice a year.	Policy and Process			08/06/2014	05/18/2015	\$500 - Title I Schoolwide	Principal, Curriculum Coordinator, Writing Program Review Lead and Team Members, and All Teachers

Activity - Utilize Reading Workshop for Targeted Skill Level Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data will be used to plan instruction targeting specific skills during reading workshop. Students will be placed in groups based on ability. Lesson plans will be developed and entered into CIITS. Implementation will be monitored through learning walks and lesson plan checks.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Monitor Implementation of Journeys Reading Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of Journeys Reading Curriculum through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$72627 - General Fund \$3269 - School Council Funds	District Office, Principal, Curriculum Coordinator, All Teachers

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Southside Elementary School

Activity - Monitor Implementation of Journeys Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of effective small group instruction as presented by Journeys professional development. This will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction			10/23/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, All Teachers

Strategy2:

Curriculum Assessment & Alignment - All teachers will plan instruction and assessment that is aligned to the Kentucky Core Academic Standards.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Implementation of Live Scoring of Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of live scoring in grades 3-5 to provide immediate and specific feedback to students for constructed response questions. Implementation will be monitored through scheduling of live scoring sessions.	Academic Support Program			12/10/2014	05/18/2015	\$0 - No Funding Required	District Administrative Staff, Principal, Curriculum Coordinator, 3-5 Teachers

Activity - Monitor Implementation of Constructed Response Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of constructed response assessments by requiring samples of constructed response questions and rubrics be collected throughout the year in student writing folders in grades K-5 and weekly samples of scored constructed response questions with rubrics be submitted to the principal for review in grades 3-5. Implementation will be monitored through review of student writing folders and student samples submitted each week.	Academic Support Program			11/17/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Implementation of Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of curriculum using best practices for instruction and assessment based on Hopkins County Schools pacing guides through lesson plan checks, learning walks, and observations.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Administrative, Principal, Curriculum Coordinator, All Teachers

Activity - District Teacher Consultant Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district teacher consultant to provide teachers with peer observation opportunities and support in the use of research based strategies to improve instructional practices through professional learning.	Professional Learning			08/06/2014	05/18/2015	\$0 - General Fund	District Office, District Teacher Consultant, Principal, Curriculum Coordinator, All Teachers

All children were screened for kindergarten readiness.

Goal 1:

Increase K-3 proficiency by the end of third grade with an increase in reading proficiency from 48.3% to 50.3% and math proficiency from 39.7% to 41.7%

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

Strategy1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep.

Strategy1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher

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

Goal 1:

Increase K-3 proficiency by the end of third grade with an increase in reading proficiency from 48.3% to 50.3% and math proficiency from 39.7% to 41.7%

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep.

Strategy1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to

KDE Comprehensive School Improvement Plan

Southside Elementary School

kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool Teachers

Activity - Monitor Implementation of School Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program			08/06/2014	05/18/2015	\$200 - FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

Strategy1:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of School Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program			08/06/2014	05/18/2015	\$200 - FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool 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 K-3 proficiency by the end of third grade with an increase in reading proficiency from 48.3% to 50.3% and math proficiency from 39.7% to 41.7%

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-Prep scores.

Strategy1:

K-3 Literacy Initiative - The Southside Elementary administrative staff and K-3 teachers will meet, review evidence/data, and determine next steps toward improvement throughout the year to support literacy planning.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Fluency Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers

Strategy2:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

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Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher

Activity - Monitor Implementation of School Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program			08/06/2014	05/18/2015	\$200 - FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-Prep.

Strategy1:

K-3 Math Initiative - The district administrative staff, school administrative, and K-3 teachers will meet, review evidence/data, and determine next steps toward improvement in math performance at Southside Elementary.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of problem solving strategies in core math lessons and math workshop lessons and activities through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, K-3 Teachers

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Southside Elementary School

Activity - Monitor Implementation of Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of fluency practice to meet the grade level requirements according to the Hopkins County Pacing Guide and monitor student progress using the mid-term and end of trimester fluency checks required by the district.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, District Administrative Staff, K-3 teachers

Strategy2:

School Readiness - Preschool students visit kindergarten classrooms at the end of the school year. The preschool students moving to kindergarten are encouraged to come on "Transition Day" to meet the kindergarten teachers and participate in some fun activities. All incoming Southside Elementary kindergarten students will be screened for school readiness.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of School Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool parents and students will be invited to "Let's Get Ready For Kindergarten" night which will include the following: parent orientation, student activities, free book for each child, and learning materials for parents to take home to help prepare their child for kindergarten.	Academic Support Program			08/06/2014	05/18/2015	\$200 - FRYSC	Family Resource, Principal, Kindergarten Teachers, and Preschool Teachers

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At school entry, all kindergarten students will be given the common statewide screener, Brigance.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, District Teacher Consultant, Principal, Curriculum Coordinator, Kindergarten Teachers, and Title I teacher

Activity - Monitor the Implementation of Preschool Transition Day Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of "Transition Day" activities allowing preschool students the opportunity to meet the kindergarten teachers and participate in some fun activities.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	District Early Childhood Director, Principal, Kindergarten Teachers, and Preschool 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 groups from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Reading by 05/18/2015 as measured by K-PREP scores.

Strategy1:

Other - Parent Involvement - With the assistance of SBDM, Title I, Family Resource Center, PTA, Southside Elementary Culture Committee, and our faculty and staff, Southside Elementary will engage in collaboration with parents and community members to address the academic and social (environmental) needs of the school and its students.

Category: Stakeholder Engagement

Research Cited:

Activity - Volunteerism	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey parents to find out skills, interest, and availability and provide teachers with this information, so parent volunteers can be utilized effectively.	Parent Involvement			08/06/2014	05/18/2015	\$1000 - District Funding	Administrative staff, Family Resource Center, All Teachers

Activity - Family Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly scheduled family/community involvement activities will be planned to support the curriculum.	Parent Involvement			08/06/2014	05/18/2015	\$850 - Title I Schoolwide	Principal, Administrative Staff, Title I, Family Resource Center, PTA, Culture Committee

Strategy2:

Consolidated Planning and Use of Data - Create an environment of high expectations with administrators, teachers, and staff taking ownership for meeting the needs of all students. Administrators and teachers will make intentional changes to help students in the classroom.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, Guidelines for Closing the Gap for All Students published by the Kentucky Department of Education

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Activity - Flexible Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create flexible scheduling to accommodate the instructional needs of all students.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Title I, SBDM

Strategy3:

Professional Development - High-quality and ongoing professional development for teachers, principals, paraprofessionals, and other appropriate staff will be provided based on the review of academic data during the comprehensive needs assessment.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Provide High-quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in high-quality professional learning opportunities as outlined in the professional development plan, utilizing PD 360 (Edivation), monthly PLC meetings and other job embedded professional development, and other professional learning experiences.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Professional Development Committee, All Teachers

Strategy4:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

Category: Continuous Improvement

Research Cited:

Activity - Staff Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will support the principal in decisions made concerning the assignment of staff (strengths) to best meet the needs of the students. All teachers are highly qualified and certified in their field. CIAs are high school graduates or have the GED equivalent. New hires meet the requirements by following the county guidelines which were set up to meet educational requirements for para-educators.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, SBDM, District Office

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Southside Elementary School

Activity - Monitor Implementation of Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM committees will review best practice policies to promote the use of best practices at Southside Elementary. The principal will monitor implementation of instructional best practices by all staff through lesson plan checks, learning walks, and observations.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Administrative Staff, SBDM and SBDM committees, All Teachers

Activity - Weekly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Provide Opportunities for Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities by allowing teachers to visit other classes that exhibit best practices for instruction and assessment and provide education students with opportunities for observations and student teaching experiences.	Professional Learning			08/06/2014	05/18/2015	\$700 - Title I Schoolwide	Principal, All Teachers

Activity - Monthly PAC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members

Strategy5:

Progress Monitoring - Identify students in the gap group to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Progress of Identified Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of the identified students using summative and formative assessments, MAP scores, fluency checks, grades, and other data collected in the student data notebooks.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

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Activity - Analyze Data to Identify Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in the gap group to address weaknesses in academic areas.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

Measurable Objective 2:

A 19% increase of All Students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by K-PREP scores.

Strategy1:

Consolidated Planning and Use of Data - Create an environment of high expectations with administrators, teachers, and staff taking ownership for meeting the needs of all students. Administrators and teachers will make intentional changes to help students in the classroom.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, Guidelines for Closing the Gap for All Students published by the Kentucky Department of Education

Activity - Flexible Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create flexible scheduling to accommodate the instructional needs of all students.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Title I, SBDM

Strategy2:

Best Practices - According to the TELL Kentucky Survey results, Southside Elementary needs improvement in the area of time. Protected time for weekly PLC meetings with grade level teams and monthly PAC meetings with vertical teams will be implemented to address concerns identified by the TELL Kentucky Survey.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM committees will review best practice policies to promote the use of best practices at Southside Elementary. The principal will monitor implementation of instructional best practices by all staff through lesson plan checks, learning walks, and observations.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Administrative Staff, SBDM and SBDM committees, All Teachers

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Activity - Staff Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will support the principal in decisions made concerning the assignment of staff (strengths) to best meet the needs of the students. All teachers are highly qualified and certified in their field. CIAs are high school graduates or have the GED equivalent. New hires meet the requirements by following the county guidelines which were set up to meet educational requirements for para-educators.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, SBDM, District Office

Activity - Monthly PAC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC vertical team members meet each month to collaborate concerning curriculum and assessment to identify areas for improvement and ensure best practices among grade levels.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	District Coach, Principal, Guidance Counselor, Curriculum Coordinator, PAC team members

Activity - Weekly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet each week to collaborate on curriculum and assessment and to review student progress through data analysis.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers

Activity - Provide Opportunities for Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities by allowing teachers to visit other classes that exhibit best practices for instruction and assessment and provide education students with opportunities for observations and student teaching experiences.	Professional Learning			08/06/2014	05/18/2015	\$700 - Title I Schoolwide	Principal, All Teachers

Strategy3:

Progress Monitoring - Identify students in the gap group to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Monitor Progress of Identified Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of the identified students using summative and formative assessments, MAP scores, fluency checks, grades, and other data collected in the student data notebooks.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

Activity - Analyze Data to Identify Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in the gap group to address weaknesses in academic areas.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, All Teachers

Strategy4:

Professional Development - High-quality and ongoing professional development for teachers, principals, paraprofessionals, and other appropriate staff will be provided based on the review of academic data during the comprehensive needs assessment.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Provide High-quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in high-quality professional learning opportunities as outlined in the professional development plan, utilizing PD 360 (Edivation), monthly PLC meetings and other job embedded professional development, and other professional learning experiences.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Professional Development Committee, All Teachers

Strategy5:

Other - Parent Involvement - With the assistance of SBDM, Title I, Family Resource Center, PTA, Southside Elementary Culture Committee, and our faculty and staff, Southside Elementary will engage in collaboration with parents and community members to address the academic and social (environmental) needs of the school and its students.

Category: Stakeholder Engagement

Research Cited:

Activity - Volunteerism	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey parents to find out skills, interest, and availability and provide teachers with this information, so parent volunteers can be utilized effectively.	Parent Involvement			08/06/2014	05/18/2015	\$1000 - District Funding	Administrative staff, Family Resource Center, All Teachers

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Activity - Family Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly scheduled family/community involvement activities will be planned to support the curriculum.	Parent Involvement			08/06/2014	05/18/2015	\$850 - Title I Schoolwide	Principal, Administrative Staff, Title I, Family Resource Center, PTA, Culture Committee

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

Goal 1:

Southside Elementary will conduct program reviews in the following areas: Arts & Humanities, Practical Living & Career Studies, Writing, and K-3.

Measurable Objective 1:

demonstrate a proficiency in our Arts and Humanities program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Arts and Humanities Program Review rubric.

Strategy1:

Arts & Humanities Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Monitor Implementation of Intentional and Meaningful Integration of the Arts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to provide intentional and meaningful integration of the arts at each grade level. Arts and Humanities KCAS will be reviewed to determine areas of focus for primary grades (K-3) and natural cross-curricular connections for intermediate grades (4-5) which will provide support for the arts instruction provided by the specials teachers. Implementation will be monitored through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Specials Teachers, All Teachers

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Activity - Integrating Arts & Humanities Curriculum Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As documented by the Southside Elementary Professional Development Plan 2014-2015, teachers received training on techniques, vocabulary, and strategies for integrating Arts & Humanities into other content areas. The training was presented by the Arts & Humanities teachers.	Professional Learning			08/05/2014	05/18/2015	\$0 - No Funding Required	Principal, Professional Development Committee, Arts & Humanities Teachers, and All Teachers

Activity - Development of Next Steps for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers

Activity - Monitor Implementation of Arts & Humanities Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Arts & Humanities program at the proficient performance level.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Arts & Humanities Program Review Lead and Team Members, All Teachers

Measurable Objective 2:

demonstrate a proficiency in our Writing program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Writing Program Review rubric.

Strategy1:

Writing Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

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Activity - Writing and Communication Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize information from Individual Writing Assessments (Fall, Winter, and Spring) to set writing and communication goals which will be used to monitor student progress. Implementation will be monitored using the following: conference notes, goal setting sheets, student data notebooks, writing folders, journals, and writing folder reviews.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Writing Program Review Team Members, All Teachers

Activity - Monitor Implementation of Quality Student Writing Samples as Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of student samples being used as models of quality writing through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Writing Program Team Members, All Teachers

Activity - Development of Next Steps for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Team Lead and Team Members, All Teachers

Activity - Monitor Implementation of Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Writing program at the proficient performance level.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Writing Program Review Lead and Team Members, All Teachers

Measurable Objective 3:

demonstrate a proficiency in our Practical Living / Career Studies program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE Practical Living / Career Studies Program Review rubric.

Strategy1:

Practical Living / Career Studies Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

KDE Comprehensive School Improvement Plan

Southside Elementary School

Research Cited: Kentucky Initiative

Activity - PLCS Wellness Coordinated School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLCS Wellness Coordinated School Health committee will meet regularly to provide collaboration for school wide integration of the health curriculum. Documentation will be provided through committee minutes.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, PLCS Wellness Coordinated School Health Committee

Activity - Monitor Implementation of Comprehensive Health Education Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of a comprehensive health education curriculum that is sequentially planned through lesson plan checks, learning walks, and observations. Health Education Curriculum will provide learning strategies and activities that ensure students receive instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers, Curriculum Committee, PLCS Wellness Coordinated School Health Committee, PLCS Program Review Team Lead and Members

Activity - Monitor Implementation of Practical Living / Career Studies Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living / Career Studies Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our Practical Living / Career Studies program at the proficient performance level.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, PLCS Program Review Lead and Team Members, All Teachers

Activity - Utilize Scoring Guides, Rubrics, and Models for Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scoring guides, rubrics, and models will be used to assess student performance of PLCS assignments and tasks. Documentation will be provided through lesson plans, student samples, learning walks, and observations.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, All Teachers, PLCS Program Review Team Members

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Activity - Monitor Implementation of School Wellness Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the School Wellness Policy with a commitment to nutrition, physical activity, health education, and employee wellness through lesson plan checks, learning walks, observations, and documentation of other wellness activities. The goal of the School Wellness Policy is for all Southside Elementary students to gain the knowledge and skills necessary to make healthy choices involving nutritious food, physical activity, and risky behaviors. All staff members at Southside Elementary are encouraged to model healthful eating and physical activity as a valuable part of daily life.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, PLCS Program Review Team Lead and Members, All Teachers, Cafeteria Staff

Activity - Development of Next Steps for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, Program Review Lead and Team Members, All Teachers

Measurable Objective 4:

demonstrate a proficiency in our K-3 program by 05/18/2015 as measured by our performance level based on evidence and rationales using the KDE K-3 Program Review rubric.

Strategy1:

K-3 Program Review Process - Program Review teams will meet at least three times during the year to review evidence, level of implementation, and determine next steps toward improvement.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Development of Next Steps for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will identify and analyze gaps in their program review area to determine next steps for continuous improvement.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Team Lead and Team Members, Primary Teachers

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Activity - Monitor Implementation of Effective Strategies for Envision Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the effective instructional strategies presented in the grade level specific district sponsored Envision Math professional development through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Primary Teachers

Activity - Monitor Implementation of K-3 Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Program Review team will complete evidence logs and collect evidence in an electronic folder to ensure implementation of our K-3 program at the proficient performance level.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Coordinator, K-3 Program Review Lead and Team Members, Primary Teachers

Activity - Develop Informal Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will collaborate during PLCs to develop grade level check lists and other daily/weekly informal assessments. Data collected from these assessments will be reviewed to adjust instruction as needed based on the data analysis.	Professional Learning			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Primary Teachers

Activity - Monitor Implementation of Primary Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies presented in the district sponsored "Primary Writing" professional development through lesson plan checks, learning walks, and observations.	Direct Instruction			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Primary Writing Training Teacher Representatives, Primary Teachers

Strategy2:

RTI/KSI - Universal screening data from BRIGANCE (K) and MAP will be used to identify students in need of interventions, and a KSI Intervention Plan will be developed.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Southside Elementary School

Activity - Monitor Implementation of RTI/KSI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of RTI/KSI program through support from district administrative staff, SST (Student Support Team), Title I interventionist, and principal.	Policy and Process			08/06/2014	05/18/2015	\$0 - No Funding Required	Principal, District Administrative Staff, SST (Student Support Team), Title I Interventionist, Principal