

School Assurances-Sheldon Clark High School 2018-2019

Phase Two: School Assurances

Sheldon Clark High School

Martha A. Williams
388 Cardinal Lane
Inez, Kentucky, 41224
United States of America

Target Completion Date: 10/10/2018

Last Modified: 10/10/2018

Status: Open

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	9

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

Beginning of the year professional development was conducted in the following areas: Para educator training for those working with students with disabilities, Active Shooter training for all staff, Curriculum for English, Math and Science. For all teachers: Google classroom, Questioning and Discussion, Positive Behavior Intervention and entering discipline into Infinite Campus. mandatory beginning of school training for all staff including: Student Records Confidentiality, Bloodborne pathogens, School Safety, Fire Extinguisher Training, Seclusion/Restraint, Child Abuse/Neglect.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

All academic achievement data, benchmark ACT screening assessments, and current CCR status spreadsheet is reviewed by stakeholders in order to set goals for improvement. Needs assessment included in e-Prove documents.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.

- Yes
- No
- N/A

COMMENTS

A curriculum & instruction school-wide committee polled teachers on professional development needs based on professional growth goals as well as academic achievement of all students. The questioning and discussion professional development offered at beginning of the year sessions reflected this request that teachers had made in order to improve scaffolding for understanding and provide quality formative assessments. Additionally, on-line subscriptions for Simple K-12 was provided to all interested teachers in order to target professional growth needs of teachers in order to address targeted areas in needs assessment and teacher's professional growth plans.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A

COMMENTS

The school leadership team meets at least monthly to review 30-60-90 day plans for Curriculum & Instruction, School Culture and Data-Driven Decision making. Curriculum & Instruction's plans reflect all instructional strategies that are listed in the CSIP. Also, the person on point is listed in order to ascertain strategies are implemented. Plans are changed from red-to implement, yellow-currently being implemented, green-strategy completed and measured for success.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes

- No
- N/A

COMMENTS

In addition to ESS that is offered on a nine week basis, tutoring was provided every Wednesday for students requiring extra assistance. This was done through volunteers at Christian Appalachian Project (CAP), some of which were certified teachers. We also have a volunteer which tutors in math on a regular basis. Some of our teachers are available on a volunteer basis both before and after school for tutoring with students needing extra assistance. We also have volunteers from Mt. Olivene Nazarene College that will be tutoring with students on a specified date. Credit recovery is offered through APEX with both a teacher and instructional assistant one period per day for students needing to make up credits. Students needing to make up a large number of credits are placed in an alternative classroom to work toward reaching goals on APEX. All students receive tier II instruction for ACT preparation during a 30 minute/day RTI period. Students with disabilities are assigned reading with a special education reading teacher, while a special education math teacher works with students for math ACT preparation. Co-teaching with general and special education teachers is done in a collaborative classroom for math and reading classes. All students with the exception of those meeting college benchmarks on ACT participate in a 30 minutes RTI period daily.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

Pre and post-tests are administered for the RTI periods. Data is reviewed by teachers as they teach the same content to a different group of students rotated every 6-9 weeks. Pre and post test data is utilized to refine and guide instruction.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No**
- N/A

COMMENTS

SCHS's school-wide committee structure consists of a parental involvement committee. Currently this committee is reviewing and possibly revising the SBDM title I parental involvement policy. FRYC offers multiple programs to parents on a regular basis. Stakeholders, consisting of parents, community and business leaders meet on a quarterly basis to be provided updates and information on current and upcoming events. Their suggestions and recommendations for improvement are always sought. Parent/teacher conferences are held following nine week grading periods. Teachers are available to parents at any time during planning periods to conduct requested conferences. Daily communications for parents are provided through SCHS Facebook page. Journalism, Class of 2019, Drama and Future Business Leaders of America (FBLA) and Beta Club also have Facebook pages that parents and students are kept abreast of current activities, events, successes, deadlines, 0etc. School messenger is used on a regular basis to communicate urgent updates to parents/guardians. KHEAA consultant offers monthly workshops for students and parents on preparing for college, completing FAFSA, applying for scholarships, providing information on KEES funds, etc. In preparing needs assessment, an e-Prove parental survey was conducted to determine parents' assessment on Purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems and using results for continuous improvement. Results of this survey will be utilized to guide planning for CSIP.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

All teachers at SCHS are highly qualified in areas they are assigned.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

All instructional assistants work with students at all times. Only during emergencies do they perform duties such as covering the front desk.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. 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
- No
- N/A


COMMENTS

The only non-instructional activities that our paraeducators participate in is on professional learning on non-traditional instruction days.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 SCHS Title I Parent Involvement Policy	SCHS's current policy being reviewed and possibly revised by school's parental involvement committee.	8