



KDE Comprehensive School Improvement Plan

Inez Elementary School
Martin County

Michael Marcum, Principal
5000 Elementary Drive
Inez, KY 41224

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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?

Inez Elementary School is located in Martin County Kentucky. We have an enrollment of about 327 students. Inez Elementary is fortunate to house a pre-school program with 20 pre-school aged(3-4 yrs. old) children enrolled. All teachers at Inez Elementary are considered highly qualified educators. Inez Elementary is a school wide Title I school. Based on the 2014 K-PREP results we are a high progress proficient school.

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.

Inez Elementary School's motto is that every student is everyone's responsibility. The mission of Inez Elementary School is to ensure that all students learn at high levels. The faculty and staff believes that every child has the ability to learn and become productive members of society. Every child at Inez Elementary is offered a rigorous curriculum that aims to meet the needs of each individual learner. We offer classes for those learners that may be struggling(Reading Recovery, Resource Room instruction, Response to Intervention Classes) and those students who are achieving high academic students(Gifted/Talented program, Enrichment classes).

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.

In 2014, Inez Elementary we are classified as a proficient high progress school ranking on the K-PREP test. This is an improvement from previous years in which we were classified as a needs improvement school. We improved from the 27th percentile in 2012 to the 89th percentile in 2014. Our goal is to eliminate those scores of apprentice and novice. We are currently focusing on moving students that scored apprentice on the 2014 K-PREP to proficient on the 2015 K-PREP.

Additional Information

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

Inez Elementary has implemented the IXL Math program for the 2014-15 school year. IXL Math is a computer based program that is used as an enrichment activity to use as follow up with daily math lessons. We are also implementing the DIRT(Daily Independent Reading Time) time at Snack time Reading Program to promote reading everyday.

Plan for KDE Comprehensive School Improvement Plan December 1, 2014

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan December 1, 2014

Plan Description

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	Goal 3-Increase combined reading and math percentages for our student gap group from 27.8 to 63.8 by 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Goal #2-Inez Elementary will meet the needs of all student learners.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	To increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Goal 3-Increase combined reading and math percentages for our student gap group from 27.8 to 63.8 by 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase our reading and map percentages for our student gap groups from 21.0 to 28.9 by 5/31/2013 as measured by K-PREP. by 05/31/2013 as measured by Unbridled Learning Formula.

Strategy 1:

Strategy 1 - Data Analysis- Gap students progress and data will be closely monitored by administration, teachers and SAT team. This will occur during PLC's RTI meetings grade level team meetings. Data Notebooks will be created monitored and maintained to make informed decisions for each student identified.

Category:

Research Cited: classroom observations, Data Notebooks, Researched based programs such as Accelerated Reading/Math, Lexia Symphony Math, Study Island, CBM

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in Tier I, II and III will be placed in a research based intervention. Tier II and III students will be progress monitored using CBM. Students will be monitored and intervention will be changed according to progress or lack of progress.	Academic Support Program	02/15/2013	02/15/2014	\$0	No Funding Required	Principal, teachers and SAT team
Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Wall will be created. Staff will use data wall to make informed decisions about delivery of instruction to meet the needs of all students	Policy and Process	01/06/2014	01/06/2015	\$0	General Fund	Principal , classroom teachers, SAT Team

Goal 2: Goal #2-Inez Elementary will meet the needs of all student learners.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

complete a portfolio or performance Students, teacher, staff, parents and students will collaborate to create a environment so all students can learn at high levels. by 12/18/2013 as measured by Student, parent and teacher/staff will complete a needs assessment survey.

Strategy 1:

Needs Assessment - Teachers, parents students and staff will complete a needs assessment survey

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Category:

Research Cited: A research based needs assessment survey will be completed

Activity - Needs assessment survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Needs assessment	Other	12/18/2013	12/18/2013	\$0	No Funding Required	Teachers, principals, family resource center staff

Goal 3: To increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior Demonstrate proficiency as school principal on the PGES observation process by 6/30/14 as measured by principal proficiency on TeachScape observation assessment. by 06/30/2014 as measured by principal proficiency on TeachSpace observation assessment.

Strategy 1:

Professional Learning - Principal will attend Professional Development regarding the PGES.

Category:

Research Cited: PGES is a research based program

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will attend professional Development	Professional Learning	01/06/2014	01/31/2015	\$0	Other	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
Needs assessment survey	Needs assessment	Other	12/18/2013	12/18/2013	\$0	Teachers, principals, family resource center staff
Response to Intervention	Students identified in Tier I, II and III will be placed in a research based intervention. Tier II and III students will be progress monitored using CBM. Students will be monitored and intervention will be changed according to progress or lack of progress.	Academic Support Program	02/15/2013	02/15/2014	\$0	Principal, teachers and SAT team
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The principal will attend professional Development	Professional Learning	01/06/2014	01/31/2015	\$0	Principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Wall	Data Wall will be created. Staff will use data wall to make informed decisions about delivery of instruction to meet the needs of all students	Policy and Process	01/06/2014	01/06/2015	\$0	Principal, classroom teachers, SAT Team
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Goal 3-Increase combined reading and math percentages for our student gap group from 27.8 to 63.8 by 2017		Our goal to increase the combined reading and math percentages for our student gap groups from 27.8 to 63.8 by 2017 is steadily progress with an increase to 29.0 in 2013. Read to Achieve strategies will be implemented in grades K-3 to differentiate instruction in reading. Teachers and paraeducators will work with primary students, grade K-2 in small groups to intensive and deliberate reading instruction with additional time for math also provided. Teachers in third, fourth and fifth grade will model research based practices in reading. Teachers and paraeducators will provide instruction in small groups at all grade levels for identified students and provide intensive progress monitoring. Additional reading interventions will be implemented through special education programs. Supplemental programs such as Renaissance Learning Accelerated Reading and Math, Lexia, Study Island, and Symphony Math will be utilized to assist all students to increase student performance to reach the proficiency level.	October 02, 2013	Ms. Susan Whitt

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?**

The data tells us that Inez Elementary's weakest areas are Writing, Language and Reading. It also tells us that our strengths are Math and Social Studies. The data shows us that we are above the other county elementary schools and above the district in Math, Social Studies and Writing. The data does not tell us what our goal was the previous year because we didn't set goals to the NAPD scores. The data does not tell us what our NAPD scores from the previous year were and if we increased or decreased in a particular area.

Areas of Strengths

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

The causes for celebration are Social Studies, Math and Writing. We have the highest NAPD scores in those areas and made gains in all subject areas. There is also reason to celebrate that we don't have a huge gap from our current scores to our projected goals for next year. The areas needed for improvement are Reading, writing and Language Mechanics. We need to improve in math also and also maintain in Social Studies. We are implementing a new RTI plan to identify particular areas of improvement in math and reading. We are targeting GAP apprentice students in these areas.

Opportunities for Improvement

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

The areas needed for improvement are Reading, writing and Language Mechanics. We need to improve in math also and also maintain in Social Studies. We are implementing a new RTI plan to identify particular areas of improvement in math and reading. We are targeting GAP apprentice students in these areas.

Conclusion

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

We developed a new RTI plan to identify particular areas of math and reading. We are targeting GAP apprentice students in these areas.

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?

Michael Marcum, Principal

Susan Whitt, Counselor

All Inez Elementary Faculty and Staff

Site Based Decision Making Council Members: Becky Cain, Jessica Dye, David Harless, Pauletta Davis and Janice Gauze

Family Resource Center Director Andrea Muncy

Relationship Building

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

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
2.	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
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: 3.14

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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: 2.0

	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 are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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: 3.67

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
5.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

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

Overall Rating: 3.17

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

	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>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	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>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

	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

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	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: 2.67

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

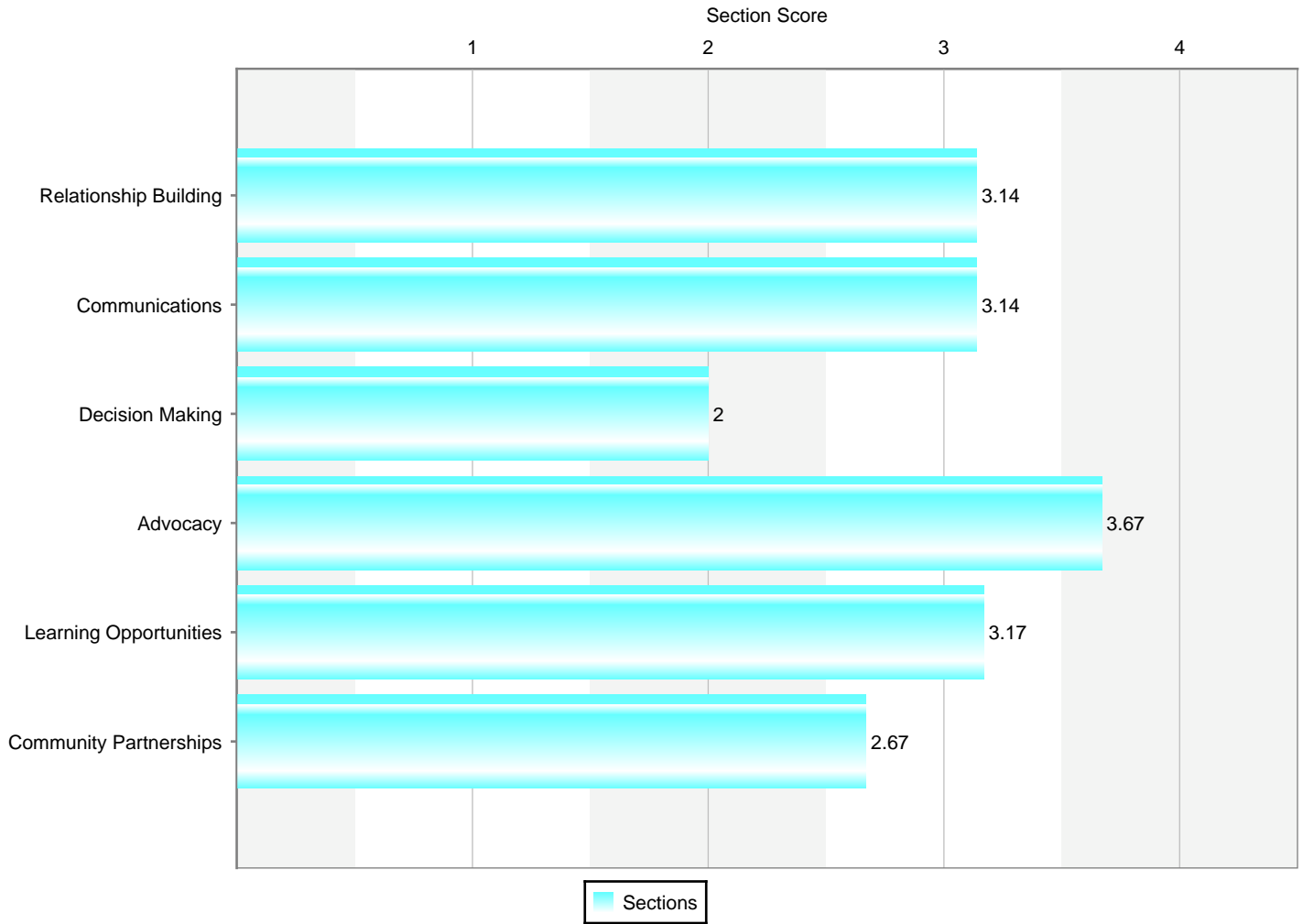
Reflect upon your responses to each of the Missing Piece objectives.

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

Inez Elementary is continually making improvements in their parent involvement policies and procedures. We are aiming to provide more family involvement activities to engage more parents in their child's education.

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.

Standing Committees for subject areas have been established. Data analysis was reviewed and input sought for academic improvement. Previous CSIP reviewed and I&I checks of the plan conducted by standing committees. Responses from data input was reviewed by administration team and information was input into the correct format.

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

All teachers had input. The final product was compiled by the school's administration team. Final product will be presented to school's site-based council for approval.

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

The final improvement plan will be presented at Site-Based Council Meeting. Plan will be presented and copies given to staff at faculty meeting. Parents and other stakeholders will be notified that the new plan is available for review through school communication. Plan will be monitored by leadership team and Site-Based Council on a monthly basis.

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		

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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

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

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

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

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

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

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

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Inez Elementary School

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

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.	Yes		

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

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

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

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

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

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		

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

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

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

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

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

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	Yes		

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

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

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 K-Prep scores for Inez Elementary School for the non-duplicated gap group from 21.7% to 67.0 by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for Inez Elementary from 29.0 to 42.2 in 2014. by 05/01/2014 as measured by the unbridled learning formula.

Strategy1:

Differentiated Instruction - Teachers will use differentiated instructional strategies that address the identified achievement gaps of low socioeconomic students all teachers will implement the differentiated instructional strategies in their classroom instruction teachers will utilize small group instruction practices. teachers will use student friendly technology to supplement instruction.

Category:

Research Cited: classroom teacher observations, research based programs such as accelerated reading/math, symphony math Lexia,small groups

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved in job embedded PLC's, staff meetings, book studies, and professional development days	Academic Support Program			01/01/2014	05/01/2014	\$1000 - District Funding	All certified staff

Narrative:

The administrative staff use the TELL Survey to make changes to curriculum and instruction processes and procedures in the school

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

Goal 1:

Goal 3-Increase combined reading and math percentages for our student gap group from 27.8 to 63.8 by 2017

Measurable Objective 1:

collaborate to increase our reading and map percentages for our student gap groups from 21.0 to 28.9 by 5/31/2013 as measured by K-PREP. by 05/31/2013 as measured by Unbridled Learning Formula.

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Strategy1:

Strategy 1 - Data Analysis- Gap students progress and data will be closely monitored by administration, teachers and SAT team. This will occur during PLC's RTI meetings grade level team meetings. Data Notebooks will be created monitored and maintained to make informed decisions for each student identified.

Category:

Research Cited: classroom observations, Data Notebooks, Researched based programs such as Accelerated Reading/Math, Lexia Symphony Math, Study Island, CBM

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in Tier I, II and III will be placed in a research based intervention. Tier II and III students will be progress monitored using CBM. Students will be monitored and intervention will be changed according to progress or lack of progress.	Academic Support Program			02/15/2013	02/15/2014	\$0 - No Funding Required	Principal, teachers and SAT team

Activity - Data Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Wall will be created. Staff will use data wall to make informed decisions about delivery of instruction to meet the needs of all students	Policy and Process			01/06/2014	01/06/2015	\$0 - General Fund	Principal , classroom teachers, SAT Team

All children were screened for kindergarten readiness.

Goal 1:

Goal #2-Inez Elementary will meet the needs of all student learners.

Measurable Objective 1:

complete a portfolio or performance Students, teacher, staff, parents and students will collaborate to create a environment so all students can learn at high levels. by 12/18/2013 as measured by Student, parent and teacher/staff will complete a needs assessment survey.

Strategy1:

Needs Assessment - Teachers, parents students and staff will complete a needs assessment survey

Category:

Research Cited: A research based needs assessment survey will be completed

KDE Comprehensive School Improvement Plan

Inez Elementary School

Activity - Needs assessment survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs assessment	Other			12/18/2013	12/18/2013	\$0 - No Funding Required	Teachers, principals, family resource center staff

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

Goal 1:

Goal #2-Inez Elementary will meet the needs of all student learners.

Measurable Objective 1:

complete a portfolio or performance Students, teacher, staff, parents and students will collaborate to create a environment so all students can learn at high levels. by 12/18/2013 as measured by Student, parent and teacher/staff will complete a needs assessment survey.

Strategy1:

Needs Assessment - Teachers, parents students and staff will complete a needs assessment survey

Category:

Research Cited: A research based needs assessment survey will be completed

Activity - Needs assessment survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs assessment	Other			12/18/2013	12/18/2013	\$0 - No Funding Required	Teachers, principals, family resource center staff

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

Goal 1:

Increase the average combined reading and math K-Prep scores for Inez Elementary School for the non-duplicated gap group from 21.7% to 67.0 by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for Inez Elementary from 29.0 to 42.2 in 2014. by 05/01/2014 as measured by the unbridled learning formula.

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Strategy1:

Differentiated Instruction - Teachers will use differentiated instructional strategies that address the identified achievement gaps of low socioeconomic students all teachers will implement the differentiated instructional strategies in their classroom instruction teachers will utilize small group instruction practices. teachers will use student friendly technology to supplement instruction.

Category:

Research Cited: classroom teacher observations, research based programs such as accelerated reading/math, symphony math Lexia,small groups

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP Data, common assessments, informal classroom assessments will be used to determine academic needs for each student. Flexible groups will be created to meet the needs of all students	Academic Support Program			02/15/2013	02/15/2014	\$0 - No Funding Required	Teachers and principal

Goal 2:

Goal 3-Increase combined reading and math percentages for our student gap group from 27.8 to 63.8 by 2017

Measurable Objective 1:

collaborate to increase our reading and map percentages for our student gap groups from 21.0 to 28.9 by 5/31/2013 as measured by K-PREP. by 05/31/2013 as measured by Unbridled Learning Formula.

Strategy1:

Strategy 1 - Data Analysis- Gap students progress and data will be closely monitored by administration, teachers and SAT team. This will occur during PLC's RTI meetings grade level team meetings. Data Notebooks will be created monitored and maintained to make informed decisions for each student identified.

Category:

Research Cited: classroom observations, Data Notebooks, Researched based programs such as Accelerated Reading/Math, Lexia Symphony Math, Study Island, CBM

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in Tier I, II and III will be placed in a research based intervention. Tier II and III students will be progress monitored using CBM. Students will be monitored and intervention will be changed according to progress or lack of progress.	Academic Support Program			02/15/2013	02/15/2014	\$0 - No Funding Required	Principal, teachers and SAT team

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Activity - Data Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Wall will be created. Staff will use data wall to make informed decisions about delivery of instruction to meet the needs of all students	Policy and Process			01/06/2014	01/06/2015	\$0 - General Fund	Principal , classroom teachers, SAT Team

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math K-Prep scores for Inez Elementary School for the non-duplicated gap group from 21.7% to 67.0 by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for Inez Elementary from 29.0 to 42.2 in 2014. by 05/01/2014 as measured by the unbridled learning formula.

Strategy1:

Differentiated Instruction - Teachers will use differentiated instructional strategies that address the identified achievement gaps of low socioeconomic students all teachers will implement the differentiated instructional strategies in their classroom instruction teachers will utilize small group instruction practices. teachers will use student friendly technology to supplement instruction.

Category:

Research Cited: classroom teacher observations, research based programs such as accelerated reading/math, symphony math Lexia,small groups

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP Data, common assessments, informal classroom assessments will be used to determine academic needs for each student. Flexible groups will be created to meet the needs of all students	Academic Support Program			02/15/2013	02/15/2014	\$0 - No Funding Required	Teachers and principal

Activity - Curriculum Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor the implementation and pacing of the curriculum through review of pacing guides, lessons plans, and walkthrough observations.	Academic Support Program			02/15/2013	02/14/2014	\$0 - No Funding Required	Principal

Goal 2:

Goal #2-Inez Elementary will meet the needs of all student learners.

Measurable Objective 1:

complete a portfolio or performance Students, teacher, staff, parents and students will collaborate to create a environment so all students can learn at high levels. by 12/18/2013 as measured by Student, parent and teacher/staff will complete a needs assessment survey.

Strategy1:

Needs Assessment - Teachers, parents students and staff will complete a needs assessment survey

Category:

Research Cited: A research based needs assessment survey will be completed

Activity - Needs assessment survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs assessment	Other			12/18/2013	12/18/2013	\$0 - No Funding Required	Teachers, principals, family resource center staff

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

Goal 1:

Increase the average combined reading and math K-Prep scores for Inez Elementary School for the non-duplicated gap group from 21.7% to 67.0 by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for Inez Elementary from 29.0 to 42.2 in 2014. by 05/01/2014 as measured by the unbridled learning formula.

Strategy1:

Differentiated Instruction - Teachers will use differentiated instructional strategies that address the identified achievement gaps of low socioeconomic students all teachers will implement the differentiated instructional strategies in their classroom instruction teachers will utilize smal group instruction practices. teachers will use student friendly technology to supplement instruction.

Category:

Research Cited: classroom teacher observations, research based programs such as accelerated reading/math, symphony math Lexia,small groups

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved in job embedded PLC's, staff meetings, book studies, and professional development days	Academic Support Program			01/01/2014	05/01/2014	\$1000 - District Funding	All certified staff

Goal 2:

Goal #2-Inez Elementary will meet the needs of all student learners.

Measurable Objective 1:

complete a portfolio or performance Students, teacher, staff, parents and students will collaborate to create a environment so all students can learn at high levels. by 12/18/2013 as measured by Student, parent and teacher/staff will complete a needs assessment survey.

Strategy1:

Needs Assessment - Teachers, parents students and staff will complete a needs assessment survey

Category:

Research Cited: A research based needs assessment survey will be completed

Activity - Needs assessment survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs assessment	Other			12/18/2013	12/18/2013	\$0 - No Funding Required	Teachers, principals, family resource center staff