



KDE Comprehensive School Improvement Plan

Robertson County School

Robertson County

James Johnson, Principal
1760 Sardis Rd.
Mount Olivet, KY 41064

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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?

Robertson County School District, with a total enrollment of 339 students, is the smallest school district in Kentucky. Robertson County is largely a farming community with no industry located in the county and also has an extremely low socioeconomic status. Since 1927, the students have attended one school for the entire county Deming School. In January 2013 the students moved to a new state of the art school. Robertson County School houses all students preschool through 12th grade.

The Robertson County School District is located in a small, rural area of northeastern Kentucky and is the smallest county, spanning 100 square miles. The county population is just under 2,300 with 98 percent Caucasian. Our student population is divided among an elementary school, middle school and a high school. The poverty rate for children under age 18 is 33.2 percent which is higher compared to the state rate of 26.1 percent. More than 29 percent of the total county population lives at or below the poverty level. Of this percentage, 46.3 percent are families with a female head of household. In addition, 48 percent of children under age 18 live with their grandparents. Seventy-one percent of the county population over age 25 hold a high school diploma or higher degree.

The district's free/reduced lunch rate currently stands at 76+ percent and ranges from a low of 60.4 at our high school to a high of 87.2 at of our elementary school. This is substantially higher than the state average of 55 percent as reported by the Kentucky Department of Education Qualifying Data 2013. We currently participate in the Community Eligibility Provision program providing free breakfast and lunch to all Robertson County students.

Seventy-one of 25 year olds or older living in Robertson County hold a high school diploma or higher, compared with 83 percent statewide. A mere 9.5 percent of that same population holds a bachelor's degree or higher which is well below the state's 21.5 percent. Major employment sectors in Robertson County are education, followed by health care and retail. Having no major local manufacturers limits employment opportunities.

Despite economic hardship, our community rallies to support its neighbors and schools. For example, a newly implemented education and business partnership program, Operation 360, has seen several employers contributing financially and with in-kind services that enabled the district to provide real-world equipment and training scenarios for students. Employers work with us to provide on the job training opportunities for students so they are career ready upon graduation.

Additional educational opportunities for RCS students includes close proximity to the Maysville campus of KCTCS Community and Technical College. Students and their families can increase their educational attainment and economic opportunities through this local post-secondary option. Our working relationship with the college is already strong, with numerous articulation agreements for technical and core content classes.

We have a quality teaching staff, with an average of 17 years of classroom experience. Nearly 80 percent hold an advanced degree and nearly 100 percent teach in their field of certification. In addition, three of our staff members have earned the prestigious National Board Certification.

Our administrative staff has been relatively consistent. Most Central Office staff and district leadership have been in their roles for at least one to five years. Our superintendent is in his first year in that position. We also have exceptional, dedicated school board members who are always willing to "find a way" to provide for the benefit of our students.

Although the statewide funding crunch has been felt in Robertson County Schools, the district is in a better financial condition compared to three years ago. Strategic and careful planning allows us to provide facility upgrades and new programming to enhance academics, extra-curricular activities and the learning environment. Investments in energy efficiencies have saved the district money.

In our close-knit community, there is a tremendous level of support for our schools and a high degree of pride and "ownership". The strong belief in family may be attributed to a continued affinity that our students are "everybody's kids". We communicate and stay connected as we watch them excel in academics, athletics, arts, leadership and community service. We celebrate our student successes as an accomplishment for our community.

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.

Core Beliefs

- All children are capable of learning at high levels.
- Every student is important.
- What is said and done in the classroom each day has lifelong implications.
- It is the responsibility of the Robertson County Board, Administration and Staff to remove all barriers to students achieving at the highest level.
- The board, administrators, teachers, and staff want the best for students.
- Each staff member at Robertson County School is a vital part of the team.
- The higher you set the bar, the more likely you will have success.

Mission

The mission of Robertson County Schools is to provide a safe, education-focused environment that fosters the development of all students to be college and/or career ready by graduation.

Vision

Robertson County School is an inviting facility where teachers, administrators, parents, and the community work together to instill a passion for learning in all students. Robertson County School will strategically allocate its available resources to provide a rigorous academic program. All students, the most disadvantaged to the most gifted, have access to the necessary supports and services to help them reach their highest potential. The district has a strong leadership team that develops a respect for and pride in academic achievement. Robertson County School will be satisfied with nothing less than a "proficient" accountability rating.

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.

Robertson County High School had the 2nd largest gains in the state on the 2014-2015 KPREP. Robertson County school 2014-2015 KPREP scores made double digit gains. Robertson County CCR percentage increased from 47.9%-65.9%. Robertson County Middle and High were 2015 Regional high attendance winners. Program Review score increased in all grade levels.

The district was disappointed with its 168th ranking in Unbridled Learning's benchmark year. But those results provided us with an excellent roadmap to see how far we had to go and more useful directions on how to get there. They also enabled us to set very precise goals with equally precise measurements for our success.

A concentrated effort has been placed on using data to drill down more in depth, with administrators and teachers focusing on individual students and building relationships with them.

Starting the 2015-16 school year, the district adopted the theme "It's All About Kids, We Know Them", as a reminder of this philosophy and its necessity in getting each student to the best place they can possibly be, and in getting them all college and career ready. We believe this is making a significant difference.

This year, the district and individual schools have all made significant gains in Think Link testing. Every student is now "progressing" and the district is in process of providing skills to ensure students success." Every school and the district surpassed AMO. Strong gains have been made in achievement, especially in the percentage of students attaining proficient or distinguished status. We are working toward steady gains in gap scores. College and career scores were up at the middle school, and took a significant leap at the high school. Robertson County elementary students made strides in reading, math, social studies, and language mechanics.

Robertson County Middle School moved up significantly on the K-Prep academic index percentile and for the first time, was not categorized as a Focus School.

High School had the second biggest gain in the state on the Unbridled Testing in 14-15.

College and career readiness climbed to 65.1 percent, up over 20 percent from previous year.

Our Teachers are dedicated to doing whatever it takes to help students be successful. They believe they would benefit from more time to collaborate with colleagues to analyze student work, monitor learning and plan differentiated instruction. PLC Days have been added to the calendar to provide additional time for professional learning.

More consistent monitoring, has enabled us to guide our staff to reach new goals in teaching the new Kentucky Core Academic Standards, find resources that are congruent to the standards, provide rigor through cognitively engaging tasks, and develop standards-based assessments to monitor student mastery of standards. We have aggressively taken action to improve, and to address the need to be more intentional and more specific regarding this area. An online comprehensive curriculum and pacing guide gives teachers a consistent pace and format for teaching. These can also engage parents, providing them a means of knowing what their child is learning when, and staying involved in their education. The Infinite Campus Parent Portal provides parents quick access to their child's attendance information and

grades.

We believe RTI initiatives are making significant headway across the board, and continue to make adjustments moving forward.

Our credit recovery program to decrease dropouts and increase graduation rate has seen success and we will continue that focus.

Developing 21st Century skills for students, starts with training our teachers. It is a challenge on many levels, particularly comfort, but also an imperative to help our students become skilled digital citizens. Soft skills training will help ensure that our students are also college/career ready in the intangibles employers demand. These same employers have welcomed our full teaching staff into their facilities to learn about their daily operations, what the employers look for when hiring and how to help prepare students at every level. We are building stronger partnerships than ever before - with industry, businesses, government, healthcare, law enforcement and social agencies - benefiting our students in particular and our community in general. College and career readiness programs in our schools and our classrooms are already providing students with tools they will need to make good life decisions. College and Career events for all grade levels feature colleges, universities and technical schools along with area employers as students explore the opportunities ahead of them. Field trips to area colleges allow students to become familiar with options and learn what they can do now to prepare to reach their goals. Area businesses welcome students and staff to learn about the many college and career opportunities has to offer. In class visits with professionals can spur interest in new career ideas by sharing experiences and know-how.

We strive to maintain open and positive communications with all, communicating district and school news with stakeholders through print, broadcast, internet and social media. Parents can never have enough information about their children, business and industry can never know too much about what we are teaching their future workforce. Teachers and staff serve as our frontline with students, and also our community. As such, open communication is crucial to their job performance and satisfaction.

Additional Information

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

Student achievement is not reflected solely in the classroom. Life lessons are just as often learned on athletic fields, and through the leadership and teamwork opportunities that extracurricular participation provides.

Our board has been committed to providing opportunities that will engage students of all interests and provide opportunities for them to grow and excel. They have done so time and again as teams and as individuals on regional, state, even national stages.

Our health sciences organization, HOSA, is reaching new heights as is our FCCLA. In fact, our technical programs and organizations consistently make strong showings at competitive events through SKILLS USA, HOSA and FFA.

Our athletes play hard on the field, competing at ever higher levels. A variety of teams have accomplished "firsts" for the district and their school in recent years.

A large number of our student body use their abilities to serve our community through volunteerism. We typically have dozens of students who each year receive Leaders in Service Awards for their efforts.

Students are given opportunities to learn by doing, whether planting a garden or speaking in front of a room of 100 or more business people. As a result our district frequently has regional, state and even national officers of many organizations. Robertson County students are also often honored on a variety of levels for the leadership and team roles they play with their respective organizations. Student academic and extracurricular and service excellence each year leads to a high number of Robertson County Students being selected for the prestigious Governor's Scholars Program.

We are also extremely proud of our teachers who each year receive awards as outstanding Advisors, Administrators, individually and as teaching teams. They receive scholarships to conferences and symposium to broaden their own knowledge and bring it back to their students. Our Teachers are also active in many after school and community programs, many volunteering both their expertise and their time.

All of this equates to tremendous school and community pride as we invest in preparing each child for their future, whether college or career. We are a family and work toward helping each other grow into the best possible version of themselves they can be.

2016 Comprehensive School Improvement Plan

Overview

Plan Name

2016 Comprehensive School Improvement Plan

Plan Description

CSIP for Elementary, Middle & High Schools

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	Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%) (M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ.32.6%) (HS-Rd. 45.4%, Math 26.2%, Sci.42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
2	Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Meet or exceed the 2015-2016 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary – 39.1%, Middle – 36.6%, High – 32.3%) as measured by the school report card	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
4	By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
5	Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%) (M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ.32.6%) (HS-Rd. 45.4%, Math 26.2%, Sci.42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and in Reading by 05/27/2016 as measured by K-PREP test scores.

Strategy 1:

Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0	No Funding Required	Administration and staff
Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0	No Funding Required	Administration and staff
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff
Activity - PLC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff
Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Teachers

Goal 2: Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.

Measurable Objective 1:

A 12% increase of Twelfth grade students will collaborate to graduate in Career & Technical by 06/06/2016 as measured by unbridled learning formula.

Strategy 1:

Policy - Review and revise current policies as they relate to earning high school credits towards graduation.

Category: Other - Graduation Policy

Research Cited: Persistence to graduate

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
Activity - Credit Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and possibly revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	08/05/2016	\$0	No Funding Required	Administration & Superintendent

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Activity - Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	08/12/2016	\$0	No Funding Required	Administration & superintendent

Goal 3: Meet or exceed the 2015-2016 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary – 39.1%, Middle – 36.6%, High – 32.3%) as measured by the school report card

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in math and reading in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy 1:

Data Analysis to Inform Tiered Instruction - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff
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Strategy 2:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	06/17/2016	\$0	No Funding Required	Administration

Goal 4: By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015

Measurable Objective 1:

A 50% decrease of All Students will increase student growth in areas of mathematics and reading. in Mathematics by 05/22/2020 as measured by School Report Card.

Strategy 1:

Data Analysis & Collaboration - Use multiple data sources to determine targeted instruction for novice students.

Category: Continuous Improvement

Research Cited: Novice Reduction Initiative

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & teachers
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Activity - Novice Reduction Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0	No Funding Required	Administration

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Teachers

Goal 5: Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.

Measurable Objective 1:

A 100% increase of Twelfth grade students will achieve college and career readiness at Robertson County High School in Career & Technical by 05/20/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

Increase College & Career Readiness - Analyze current schedule, course offerings and other education experiences to identify ways to assist our seniors in becoming CCR.

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education research related to CCR

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
Activity - Student Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0	No Funding Required	Administration
Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in middle school.	Career Preparation/Orientation, Policy and Process	01/15/2016	12/16/2016	\$0	No Funding Required	Administration

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
Student Tracking System	Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0	Administration
Core Instruction	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0	Administration & Staff
ESS	Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	06/17/2016	\$0	Administration
Career Pathways	Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in middle school.	Career Preparation/Orientation, Policy and Process	01/15/2016	12/16/2016	\$0	Administration
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & Teachers
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration and staff

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Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers
Novice Reduction Collaboration	Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0	Administration
College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration
Student Scheduling	Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0	Administration
Student Data Notebooks	Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0	Administration & Teachers
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & Staff
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration

KDE Comprehensive School Improvement Plan

Robertson County School

Core Instruction Analysis	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration and staff
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
Grading Policy	Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	08/12/2016	\$0	Administration & superintendent
Credit Policy	Review and possibly revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	08/05/2016	\$0	Administration & Superintendent
Total					\$0	

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?**

During our data analysis, we have used the three years of longitudinal data provided on the Kentucky Department of Education's School Report Card. Data used included the Annual Measurable Objective, percent proficient/distinguished for all content areas on K-Prep and End of Course and the delivery targets for Achievement of Proficiency and Gap. Within each of these categories, the data tells us how our students have performed historically and if we have been successful in meeting delivery targets; as well as, compared to other schools across the state. In addition, we have thoroughly reviewed the April 2015 Internal School Review conducted by KDE. Their report was based on Standard 3, Teaching and Learning which included 12 indicators. On each of these indicators, a score of 1, 2, 3, or 4 was provided along with a rationale and evidence to support their findings. Using this detailed report along with the most recent assessment data, several opportunities for improvement were identified. Information not provided includes any additional factors that may impact student achievement such as change in leadership, use and quality of formative assessments, professional learning for teachers with implementation of Common Core Standards, etc.

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?

Assessment Data (2015 SRC data)

- Increased AMO for elementary, middle and high.
- Exceeded 2015 AMO goals for elementary, middle and high.
- Met participation rate for past three years.
- Third grade reading 15-16 delivery target exceeded by +17.3 with a score of 71.4 Proficient/Distinguished.
- U.S. History End of Course scores have steadily improved over the past three years.

The Operation 360 parent and community volunteer program (funded by a grant from the R. C. Durr Foundation) is significantly impacting school-family-community relations and impacting the local school culture in a positive way. During the April 2015 Internal Review, interviews report that this volunteer program is growing and reaching segments of the school community that rarely engage in the life of the school. Currently, 166 parents and community members have been registered to be trained volunteers within the school. For each volunteer who completes three hours of training and seven hours of classroom and non-classroom support work, the school receives \$100. At this time, the school has submitted the forms for 70 participants indicating completion of the 10 hour requirement - netting the school a \$7000 stipend. A \$36,000 stipend is available if 360 participants are reached. This program is actively pairing parents and community members in volunteer situations (e.g., reading with children, retired farmers working in the school greenhouse among students.) Many volunteers have passed the initial 10 hour requirement and are now serving continuously as a part of the improving school culture. Online training platforms are being explored. The program goal is to reach 360 program participants from the school and the community in Operation 360.

Opportunities for Improvement

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

Assessment Data (2015 SRC data)

- Most grade levels and content areas perform below state averages.
- Reading scores grades 3-8 shows inconsistent results with reference to meeting delivery targets as compared with each grade level.
- Reading delivery targets for 14-15 were not met for Elementary and Middle School.
- Math scores for grades 4-8 demonstrate a need to analyze core instructional practices as they relate to standard alignment, rigor and assessment.
- Biology End of Course falls far below the state average and has not met delivery targets for proficiency and gap in 14-15.

Conclusion

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

According to the Internal School Review conducted in April 2015, the team identified the following opportunities improvement. After analyzing the most current school report card, minimal improvement was noted. The previously identified opportunities for improvement continue to be the cornerstone to increase student achievement at Robertson County Schools.

Opportunity for Improvement #1

Develop curriculum and learning experiences for each course/class that provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills that align with the school's purpose. Focus on vertical and horizontal alignment of the curriculum and alignment to the state standards (i.e., KCAS and incorporation of Quality Core at the high school level.) Ensure that the full state curriculum is taught and learned by all students within the school.

Curriculum and learning experiences should focus on preparing students for success at the next level by 1) developing and maintaining rigor, 2) differentiating curriculum to meet the needs of individual students 3) ensuring like courses/classes have the same high learning expectations, 4) developing common curriculum, i.e., common planning designs, common assessments, and disaggregating common sets of data, and 5) developing and deploying a system of benchmark assessments.

Opportunity for Improvement #2

Develop and implement a systematic, collaborative process by which curriculum, instruction and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice at the school level. Develop systems to collect, store and analyze student performance data. Utilize data from student formative and summative assessments to monitor and adjust curriculum and instruction at the classroom level. Align curriculum vertically and horizontally within the district to ensure that all teachers teach the content using the high yield instructional strategies and all students master the content.

Opportunity for Improvement #3

Increase engagement and rigor for students by using effective bell-to-bell instructional practices that ensure achievement of learning expectations congruent to content standards. Increase student engagement by implementing strategies such as collaboration, self-reflection, application of skills for future success at the next level, integration of content standards and skills, and student use of technologies as instructional resources and tools.

Opportunity for Improvement #4

Develop and implement a system to formally and consistently monitor both curriculum delivery and instructional effectiveness. This process should ensure 1) the entire depth and breadth of the Kentucky Core Academic Standards are taught in all classes to ensure student success, 2) that student-centered, engaging instruction is in place to force students to manipulate the full content of the standard, 3) that students are mastering these standards (assessed continuously and retaught when necessary), 4) that student performance data is used to inform the improvement of teacher practice and the revision of curriculum on a continuous basis, and 5) that high expectations for success for all students are continuously communicated. Identify the roles and responsibilities of all stakeholders in the system and provide training and support where necessary to ensure that all students master all of the content standards.

Opportunity for Improvement #5

Develop and deploy policies, practices and conditions that enable the school to operate as a collaborative learning organization through

structures that support improvement in instruction and student learning at all levels of the organization. Provide teachers with professional learning community (PLC) professional development to ensure that all appropriate stakeholders internalize PLC principles. Ensure that all system staff participate in professional learning communities that are highly effective and 1) meet formally and informally on a regular basis, 2) collaborate across grade levels, content areas and system divisions, 3) use a process which includes a review of action research and student work as well as other best practices known to yield information about student learning and the conditions that support learning. Foster a collaborative school culture by developing school-wide professional learning community (PLC) protocols/norms that ensure all collaborative communities operate according to the same procedures and expectations.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

N/A (this question does not apply)**Narrative:**

Tell survey data was analyzed and areas of concern were addressed.

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

Goal 1:

Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%) (M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ.32.6%) (HS-Rd. 45.4%, Math 26.2%, Sci.42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and in Reading by 05/27/2016 as measured by K-PREP test scores.

Strategy1:

Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

KDE Comprehensive School Improvement Plan

Robertson County School

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Teachers

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Goal 2:

Meet or exceed the 2015-2016 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary – 39.1%, Middle – 36.6%, High – 32.3%) as measured by the school report card

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in math and reading in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy1:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

KDE Comprehensive School Improvement Plan

Robertson County School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	06/17/2016	\$0 - No Funding Required	Administration

Strategy2:

Data Analysis to Inform Tiered Instruction - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

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

N/A (this question does not apply)**Narrative:**

All kindergarten students were screened using the Brigance.

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

KDE Comprehensive School Improvement Plan

Robertson County School

N/A (this question does not apply)**Narrative:**

We have Head Start and Preschool on-site. Both programs are utilizing new math and reading curriculum that we adopted school-wide. This will better prepare our students for Kindergarten.

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

Goal 1:

Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%) (M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ.32.6%) (HS-Rd. 45.4%, Math 26.2%, Sci.42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and in Reading by 05/27/2016 as measured by K-PREP test scores.

Strategy1:

Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Teachers

KDE Comprehensive School Improvement Plan

Robertson County School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Goal 2:

Meet or exceed the 2015-2016 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary – 39.1%, Middle – 36.6%, High – 32.3%) as measured by the school report card

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in math and reading in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy1:

Data Analysis to Inform Tiered Instruction - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

KDE Comprehensive School Improvement Plan

Robertson County School

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Strategy2:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	06/17/2016	\$0 - No Funding Required	Administration

Goal 3:

By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015

Measurable Objective 1:

A 50% decrease of All Students will increase student growth in areas of mathematics and reading. in Mathematics by 05/22/2020 as measured by School Report Card.

Strategy1:

KDE Comprehensive School Improvement Plan

Robertson County School

Data Analysis & Collaboration - Use multiple data sources to determine targeted instruction for novice students.

Category: Continuous Improvement

Research Cited: Novice Reduction Initiative

Activity - Novice Reduction Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0 - No Funding Required	Administration

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Meet or exceed the 2015-2016 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary – 39.1%, Middle – 36.6%, High – 32.3%) as measured by the school report card

KDE Comprehensive School Improvement Plan

Robertson County School

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in math and reading in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy1:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	06/17/2016	\$0 - No Funding Required	Administration

Strategy2:

Data Analysis to Inform Tiered Instruction - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

KDE Comprehensive School Improvement Plan

Robertson County School

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

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

Goal 1:

Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.

Measurable Objective 1:

A 12% increase of Twelfth grade students will collaborate to graduate in Career & Technical by 06/06/2016 as measured by unbridled learning formula.

Strategy1:

Policy - Review and revise current policies as they relate to earning high school credits towards graduation.

Category: Other - Graduation Policy

Research Cited: Persistence to graduate

Activity - Grading Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	08/12/2016	\$0 - No Funding Required	Administration & Superintendent

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Credit Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and possibly revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	08/05/2016	\$0 - No Funding Required	Administration & Superintendent

KDE Comprehensive School Improvement Plan

Robertson County School

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

Goal 1:

Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.

Measurable Objective 1:

A 100% increase of Twelfth grade students will achieve college and career readiness at Robertson County High School in Career & Technical by 05/20/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Increase College & Career Readiness - Analyze current schedule, course offerings and other education experiences to identify ways to assist our seniors in becoming CCR.

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education research related to CCR

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/ Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in middle school.	Policy and Process Career Preparation/ Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Student Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0 - No Funding Required	Administration

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

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

N/A (this question does not apply)**Narrative:**

We tried to incorporate a Chinese teacher through the Confucius Institute with UK, but it fell through due to a lack of teachers. We were still able to offer Spanish to the elementary students utilizing the money that we had budgeted for Chinese. We are working with our local extension office to provide art programs to the students. We have kept Practical Living, consumer science, Music, Band and Spanish in our middle and high school curriculum.

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	Adopted Engage NY as a common math curriculum.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool is in the same building and in the same hallway as K and 1st grade.	

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	We are using Lexia and Reading Plus for students who are behind in reading. We have also hired interventionist with daytime ESS funds to work with students who are behind.	

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

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

KDE Comprehensive School Improvement Plan

Robertson County School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school has planed several parent teacher nights as well as a math night. Also with an all call system notifications are going out on a weekly basis.	

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

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	The school planned targeted professional development.	

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.	No	No formal plan	

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	Daytime ESS personnel are working with these students.	

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	Daytime ESS personnel are working with these students as well as special education staff.	

KDE Comprehensive School Improvement Plan

Robertson County School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Our 360 program has encouraged many parents to become involved in the school.	

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

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

KDE Comprehensive School Improvement Plan

Robertson County School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	No	Has not been planned yet.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	No	Not yet but will be. The plan will go before the school board then will be made public.	

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	Data is continually monitored and the appropriate changes are made to meet the needs of the data.	

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

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

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

KDE Comprehensive School Improvement Plan

Robertson County School

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We use some funds for class size reduction.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	We used some funds for class size reduction.	

The Missing Piece

Introduction

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

Stakeholders

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

Jamey Johnson, Principal

Holly Linville, Instructional Supervisor

Robertson County Board of Education members

Diana Wells - FRYSC Coordinator

Thomas Mitchell - Community Education Director

Parent representatives

Building Leadership Team and District Leadership Team

Relationship Building

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Robertson County School

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 0.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	N/A – School does not have a council.	No council

KDE Comprehensive School Improvement Plan

Robertson County School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	N/A – School does not have a council.	No council

Advocacy

Overall Rating: 2.67

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

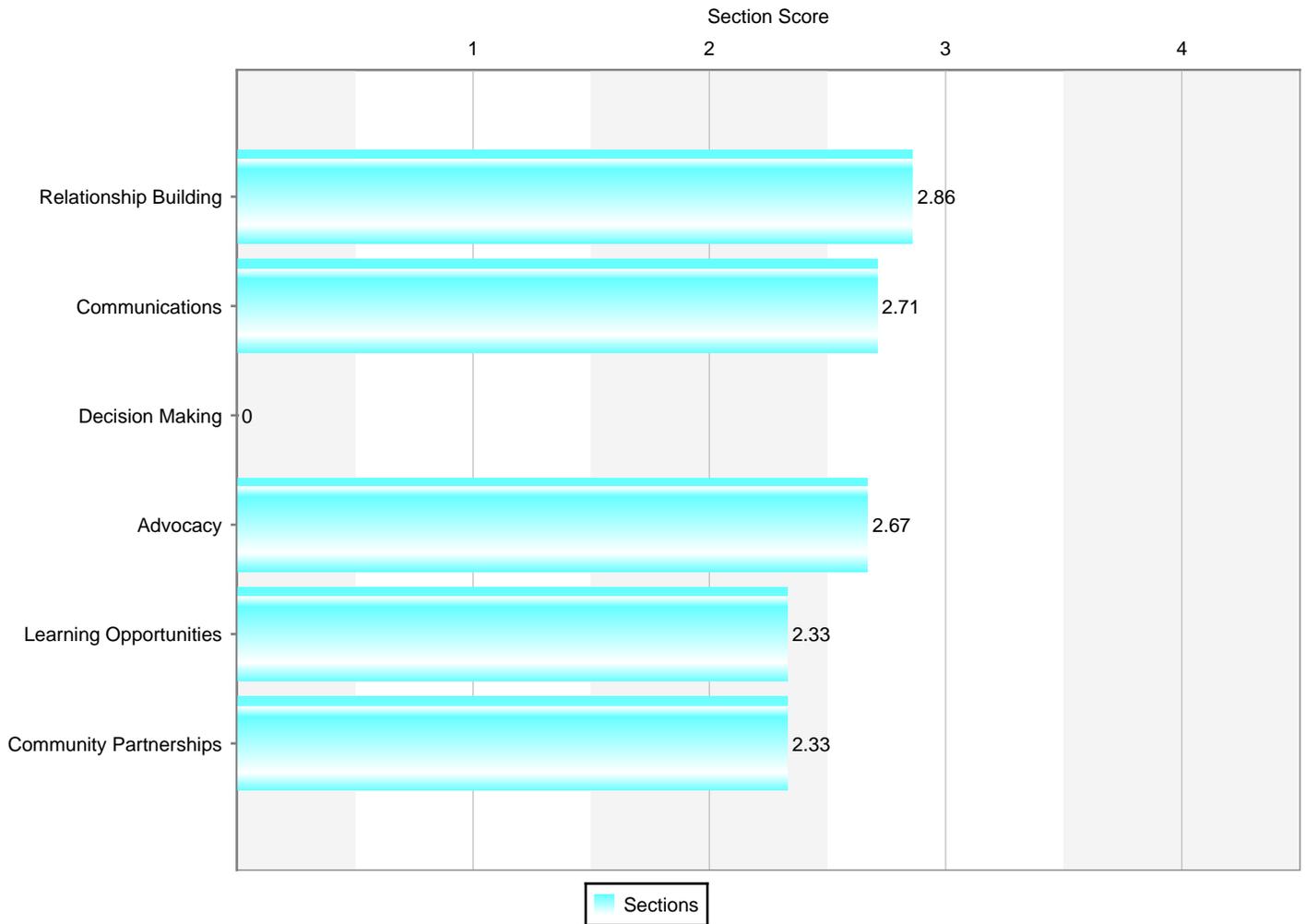
Reflection

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

Robertson County School has made a conscious effort to increase parent involvement in our school. We have implemented the Operation 360 volunteer program, the superintendent holds monthly parent breakfasts, the staff has increased communication with parents and document it accordingly. We want parents to feel like they are a vital piece to their child's education and a partner to our educational system. We hold regularly scheduled parent-teacher conferences and hold parent workshops for new curriculum that has been implemented. The teachers are posting instructional videos to our school website to aid our parents.

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.

We have a district leadership team that meets twice per month to discuss pertinent issues and topics. Our teachers are meeting in PLC's on a weekly basis to analyze data and discuss student performance. Our school superintendent holds monthly breakfast meetings with ten randomly selected parent representatives as an open forum for discussion. This is done early morning so that parents have the opportunity to attend before work. In our standard 3 review last spring, stakeholder surveys and interviews were conducted as method of collecting data.

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

Stakeholder groups that were represented included: parents, community members, students, administration and faculty. Each group played an important role in our improvement plan. The data that was collected during our Standard 3 review was used to identify priority areas that have been our focus at RCS this school year. The data that is collected during our district leadership team meetings, PCL's and community breakfasts with the superintendent is constantly being used to modify our instruction and systems within the district.

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 improvement plan will be communicated through our district website once approved by the Robertson County Board of Education. We will also make an announcement on our school Facebook page to let community members aware of where it can be found on the school website.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	RCS does not have SBDM.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	No	RCS does not have SBDM.	

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

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

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	EMP was reviewed during out active shooter training in August 2015.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Both reviewed the EMP as well as Kentucky State Police.	

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

KDE Comprehensive School Improvement Plan

Robertson County School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	No	The local Fire Marshall has never advised where evacuations need to go. Our architects stated that was a local school decision.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Earthquake drills are practiced throughout the year - at least two times.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All exterior doors lock on a timer system and visitors are required to enter through the main office doors. Doors open after being "buzzed" in and visual identification is noted.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 20, 2015 - Fire August 31, 2015 - Fire August 31, 2015 - Tornado August 31, 2015 - Earthquake September 8, 2015 - Lockdown	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	School leadership as well as data review team have reviewed data and prioritized areas of concerns. KDE conducted a standard 3 review and also prioritized areas of improvement.	

What are the barriers identified?

Math curriculums as well as vertical alignment have been identified as being potential issues.

What sources of data were used to determine the barriers?

Previous KPREP and school report card data, standard 3 review data, ACT data, ThinkLink test scores, and classroom observations.

What are the root causes of those identified barriers?

Core instruction and curriculum alignment to new common core standards and to ACT quality core standards.

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

For the most part we have a quality teaching staff but there are a few teachers that need targeted professional development and training to improve classroom instruction.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

N/A due to the fact that we are such a small district that we only have one teacher per grade level or content area.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

N/A due to the fact that we are such a small district that we only have one teacher per grade level or content area.

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

We make every effort to recruit high quality teachers but due to our location and rural setting this becomes a difficult task.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We make every effort to recruit high quality teachers but due to our location and rural setting this becomes a difficult task.

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

Class size and school culture are the major perks for our school.

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

New teacher orientation as well as pairing new teachers with a quality mentor in the same content area or grade level.

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

Teachers meet one on one with supervisor to address areas of concern and come up with a plan to improve instruction. We make every effort to send teacher to targeted professional development for areas of concerns.

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

Tell data is reviewed by the principal and areas of concern are analyzed to improved instructional leadership. These concerns are used in making new professional growth goals and in updating 30/60/90 day plans.

Questions

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

Our goal at Robertson County is for every student to graduate college and or career ready. In order to achieve this goal we have adopted a math curriculum for preschool through 12th grade. We have also purchased tools and supplemental services to help students who are behind in reading as well as challenge those who are already on or above grade level.