



KDE Comprehensive School Improvement Plan

Black Mountain Elementary School
Harlan County

Mrs. Bonnie LeFevers, Principal
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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7

Comprehensive School Improvement Plan 2015-2016

Overview.....	9
Goals Summary.....	10
Goal 1: KPREP GOAL: Increase the averaged combined reading and math K-prep scores for elementary and middle school students from 44% to 72% in 2017.....	12
Goal 2: CCR GOAL: Increase the percentage of students who are college- and career- ready from 44.4% in Reading/33.3% in Math to 54.4% in Reading/43.3% in Math by 2017.....	18
Goal 3: GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.....	21
Goal 4: PPGES GOAL: Increase the percentage of effective principals from ____% in 2015 to ____% in 2020....	28
Goal 5: TPGES GOAL: Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020....	30
Goal 6: PROGRAM REVIEW GOAL: To conduct Program Reviews as required by KDE.....	33
Goal 7: NEEDS ASSESSMENT GOAL: To address areas needing improvement as reported by student performance data, staff, students, parents, and stakeholder surveys.....	36
Goal 8: TELL SURVEY GOAL: To address areas needing improvement as reported by staff surveys.....	42
Goal 9: K-3 PROFICIENCY GOAL: Increase the overall average for 3rd grade Reading and Math KPREP proficiency scores.....	44
Goal 10: KINDERGARTEN READINESS GOAL: To identify strategies to increase the percentage of students who are Kindergarten screened and ready.....	47
Goal 11: NOVICE REDUCTION GOAL: Decrease the percentage of students scoring in the novice category 50% by 2020.....	49

Activity Summary by Funding Source 57

Phase I - Needs Assessment

Introduction 70

Data Analysis 71

Areas of Strengths 72

Opportunities for Improvement 73

Conclusion 74

Phase II - KDE Compliance and Accountability - Schools

Introduction 76

Planning and Accountability Requirements 77

Phase II - KDE Assurances - Schools

Introduction 92

Assurances 93

Phase I - The Missing Piece

Introduction 101

Stakeholders 102

Relationship Building 103

Communications 104

Decision Making 106

Advocacy 108

Learning Opportunities 109

Community Partnerships 110

Reflection 111

Report Summary 112

Improvement Plan Stakeholder Involvement

Introduction 114

Improvement Planning Process 115

School Safety Report

Introduction 118

School Safety Requirements 119

Equitable Access Diagnostic

Introduction 123

Needs Assessment 124

Equitable Access Strategies 125

Questions 128

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?

Black Mountain Elementary is nestled in the Appalachian Mountains in Harlan County. The school has 359 students in grades prekindergarten through eighth grade (down from 398 during the 2014-2015 school year) and has a 92.79% population of students who qualify for free and reduce lunch up from 89.94% during the 2014-2015 school year). The school has nineteen regular classroom teachers, six special education teachers, one Reading to Achieve teacher, one Gear-up Academic Specialist, and one speech teacher. The school's ethnicity make up is 96.4% White, 2.8% African American, .28% two or more races, and 0.56% Hispanic/Latino.

Our school has 118 (down from 120 for the 2014-2015 school year) students classified as being homeless. Those students either live with someone other than their parents, or in substandard housing. We have a high percentage of non-traditional households.

The economy is very volatile in our area. The coal mining industry is our primary economy and with recent layoffs, students are moving out of our area so parents can seek jobs. We have students that move for a few months and then move back. We also have a number of students that change schools regularly within the county because they are living with relatives.

In June 2015, Bonnie LeFevers was named our new principal. She took the reins on July 1, 2015. The TELL Survey data reflects data regarding the previous administration. Future survey data will show the change in administration and will allow for comparison. Faculty and staff determined if the low leadership ratings on the TELL survey was still a prior need to be addressed in the plan.

School's Purpose

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

The faculty and several parents/grandparents met during the fall of 2015 to update the school's mission, vision, and beliefs. The changes were publically displayed during the month of December 2015 for comments and/or feedback from our community stakeholders.

Vision:

All students will be challenged to their full potential and be prepared for college or a career to contribute to society throughout their lives.

Mission:

To provide rigorous, standards based, and quality instruction in order to educate, prepare, and motivate our students to learn and be successful.

Beliefs:

Children do not learn at the same rate.

Classroom instruction is to be protected at all cost.

High-quality instruction helps students reach their annual goals.

Partnerships among schools, families, and communities are key.

Adults model good character and set examples for all students.

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.

The school's achievements include the development of an Art Club, most grade levels are above average on the district math benchmark assessment, parent involvement increase, district was awarded Gear-up grant, ARI to allow for new technology, high attendance day winner for our district, and the implementation of Non-Traditional Instruction days (NTI) which will cease the disruption to instruction during the bad weather months. We will focus on increasing students performing on a proficient level, decreasing the number of students scoring at the novice level on the KPREP, and targeting fifth and eighth grade social studies classrooms. We want to focus on notable gaps and increase the number of students who score proficient in those gaps. We want to increase the number of students who meet benchmarks on the KPREP assessment in reading and math to qualify those students as College and Career Ready.

Additional Information

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

We care for our students as if they were our own. The teachers love their students and want to see them succeed. We are committed to improving our school and making it the best school it can be.

Comprehensive School Improvement Plan 2015- 2016

Overview

Plan Name

Comprehensive School Improvement Plan 2015-2016

Plan Description

2015-2016

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	KPREP GOAL: Increase the averaged combined reading and math K-prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 2 Strategies: 6 Activities: 12	Organizational	\$33200
2	CCR GOAL: Increase the percentage of students who are college- and career- ready from 44.4% in Reading/33.3% in Math to 54.4% in Reading/43.3% in Math by 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$66700
3	GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 5 Activities: 9	Organizational	\$13500
4	PPGES GOAL: Increase the percentage of effective principals from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
5	TPGES GOAL: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
6	PROGRAM REVIEW GOAL: To conduct Program Reviews as required by KDE.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$1100
7	NEEDS ASSESSMENT GOAL: To address areas needing improvement as reported by student performance data, staff, students, parents, and stakeholder surveys.	Objectives: 5 Strategies: 6 Activities: 12	Organizational	\$550
8	TELL SURVEY GOAL: To address areas needing improvement as reported by staff surveys.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
9	K-3 PROFICIENCY GOAL: Increase the overall average for 3rd grade Reading and Math KPREP proficiency scores.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$1000
10	KINDERGARTEN READINESS GOAL: To identify strategies to increase the percentage of students who are Kindergarten screened and ready.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$0
11	NOVICE REDUCTION GOAL: Decrease the percentage of students scoring in the novice category 50% by 2020.	Objectives: 2 Strategies: 1 Activities: 8	Organizational	\$13000

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

Measurable Objective 1:

collaborate to by May of 2016, Black Mountain Elementary School will increase the averaged combined percentage proficient / distinguished reading and math K-prep scores from 31.9% to 52.9% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Targeted Intervention - Teachers will analyze last year's test scores and target students that need to move from novice/apprentice to proficient. The teacher will work with those students in areas of need.

Category:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.

Status	Progress Notes	Created On	Created By
Completed	K-PREP analysis was completed in October 2015.	May 08, 2016	Mr. Kenny R Hughes

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.
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Status	Progress Notes	Created On	Created By
In Progress	Rtl tiered instruction is ongoing.	May 08, 2016	Mr. Kenny R Hughes

Activity - Gear-up Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Status	Progress Notes	Created On	Created By
In Progress	Gear-up Tutoring is ongoing.	May 08, 2016	Mr. Kenny R Hughes

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600	District Funding	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Students in grades 2-8 utilize Study Island to reinforce instruction.	May 08, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Strategy 2:

CIITS - Use CIITS to create assessments.

Category:

Activity - Standards Based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Teachers utilize CIITS for assessments and instructional materials.	May 08, 2016	Mr. Kenny R Hughes

(shared) Strategy 3:

Curriculum Assessment - Assessing quality of instruction.

Category: Learning Systems

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grade K-8 will participate in a benchmark test at the end of each nine weeks. Results will be shared with principals to make instructional decisions.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers.

Status	Progress Notes	Created On	Created By
Completed	Math teachers in grades K-8 administered benchmark assessments each of the four nine weeks.	May 08, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

(shared) Strategy 4:

Non-Traditional Instruction - Students will utilize ten non-traditional instructional days to compensate for the school closures we encounter for bad weather. Teachers are available online and will decrease the loss of instruction when out of the classroom.

Category: Integrated Methods for Learning

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning will be used to engage students in the learning process over paper/pencil based assignments. Students complete activities to demonstrate their proficiency of a specific standard.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	NTI project based learning activities were created to be used at each grade level. A total of ten days were used this school year.	May 08, 2016	Mr. Kenny R Hughes

Measurable Objective 2:

collaborate to by May of 2016, Black Mountain Middle School will increase the averaged combined percentage proficient / distinguished reading and math K-prep scores from 37.1% to 53.0% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Targeted Intervention - Teachers will analyze last year's test scores and target students that need to move from novice/apprentice to proficient. The teacher will work with those students in areas of need.

Category:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.
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Status	Progress Notes	Created On	Created By
Completed	K-PREP analysis was completed in October 2015.	May 08, 2016	Mr. Kenny R Hughes

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.

Status	Progress Notes	Created On	Created By
In Progress	Rtl tiered instruction is ongoing.	May 08, 2016	Mr. Kenny R Hughes

Activity - Gear-up Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Status	Progress Notes	Created On	Created By
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

In Progress	Gear-up Tutoring is ongoing.	May 08, 2016	Mr. Kenny R Hughes
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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600	District Funding	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Students in grades 2-8 utilize Study Island to reinforce instruction.	May 08, 2016	Mr. Kenny R Hughes

Strategy 2:

CIITS - Use CIITS to create assessments.

Category:

Activity - Standards Based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Teachers utilize CIITS for assessments and instructional materials.	May 08, 2016	Mr. Kenny R Hughes

(shared) Strategy 3:

Curriculum Assessment - Assessing quality of instruction.

Category: Learning Systems

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grade K-8 will participate in a benchmark test at the end of each nine weeks. Results will be shared with principals to make instructional decisions.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers.

Status	Progress Notes	Created On	Created By
Completed	Math teachers in grades K-8 administered benchmark assessments each of the four nine weeks.	May 08, 2016	Mr. Kenny R Hughes

(shared) Strategy 4:

Non-Traditional Instruction - Students will utilize ten non-traditional instructional days to compensate for the school closures we encounter for bad weather. Teachers are available online and will decrease the loss of instruction when out of the classroom.

Category: Integrated Methods for Learning

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning will be used to engage students in the learning process over paper/pencil based assignments. Students complete activities to demonstrate their proficiency of a specific standard.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	NTI project based learning activities were created to be used at each grade level. A total of ten days were used this school year.	May 08, 2016	Mr. Kenny R Hughes

Goal 2: CCR GOAL: Increase the percentage of students who are college- and career- ready from 44.4% in Reading/33.3% in Math to 54.4% in Reading/43.3% in Math by 2017.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 1:

demonstrate a proficiency Black Mountain Middle School will increase the percentage of proficient/distinguished students in Reading to 49.4%/Math to 38.3% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Acceleration - Teachers will target Explore content in previous grades.

Category:

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the online academic support program, Study Island, to target students who are failing to meet benchmarks in reading and math.	Tutoring, Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, middle grade teachers.

Status	Progress Notes	Created On	Created By
In Progress	Students in grades 2-8 grade utilize Study Island to support instruction.	May 08, 2016	Mr. Kenny R Hughes

Activity - iCurio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Icurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

In Progress	iCurio is utilized to support instruction and provides instructional materials.	May 08, 2016	Mr. Kenny R Hughes
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Strategy 2:

Academic and Career Advising - The school will host a career day and ask people of different careers to come speak with the students about their career.

Category:

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host a career day and ask people from many different careers to visit. Different careers will be represented and the students will rotate through the different career choices.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$200	General Fund	Bonnie LeFevers, Darlene Steele, Practical Living Committee, Middle grade teachers.

Status	Progress Notes	Created On	Created By
Completed	Career Day took place over multiple days. Guest speakers came to speak to the middle school students regarding the career they currently work in.	May 08, 2016	Mr. Kenny R Hughes

Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the ILPs regularly to help plan for a college and/or career pathway.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	State Funds	Bonnie LeFevers, Darlene Steele, Derrick Watkins.

Status	Progress Notes	Created On	Created By
Completed	Students worked on their ILPs throughout the school year. Each Thursday, the PE teacher was assigned the computer lab to allow this work to be completed.	May 08, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - GEAR UP Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A GEAR UP Academic Specialist (AS) will be assigned to our school for the purpose of working with GEAR UP students in grades 2-7. The AS will help in meeting College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$66500	Grant Funds	Bonnie LeFevers, Darlene Steele, Berea College, Tammy Fields.

Status	Progress Notes	Created On	Created By
In Progress	The academic specialist for Gear-up works closely with the 7th and 8th grade students to provide support of instruction.	May 08, 2016	Mr. Kenny R Hughes

Strategy 3:

Course and Assessment Alignment - Teachers will use scrimmage tests to guide courses and instruction.

Category:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete scrimmage tests with their students to direct their course and instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, middle grade teachers.

Status	Progress Notes	Created On	Created By
Completed	Teachers completed multiple assessments in their classrooms to identify areas of improvement with their students.	May 08, 2016	Mr. Kenny R Hughes

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

Measurable Objective 1:

collaborate to by Spring 2016, Black Mountain Elementary will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 31.5% to 53.2% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Progress Monitoring - Review K-PREP scores and target areas of deficiency.

Category:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	K-PREP analysis was completed in October 2015.	May 08, 2016	Mr. Kenny R Hughes

Strategy 2:

Best Practice - Teachers will utilize differentiated instruction in their classrooms.

Category:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Teachers use differentiated instruction that was provided with curriculum in their classrooms.	May 08, 2016	Mr. Kenny R Hughes

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to identify areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.

Status	Progress Notes	Created On	Created By
Completed	Teachers in grades K-8 gave the math benchmark each of the four 9 weeks.	May 08, 2016	Mr. Kenny R Hughes

(shared) Strategy 3:

Enrichment - Target students for improvement. Helping students improve to proficiency.

Category: Integrated Methods for Learning

Activity - Gear Up Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Academic Specialist and Gear-up tutors will provide reading and math intervention/enrichment to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.
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Status	Progress Notes	Created On	Created By
In Progress	Gear-up tutoring is ongoing via Gear-up tutors and academic specialist.	May 08, 2016	Mr. Kenny R Hughes

Activity - Reading Eggs/Eggspress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-8 will utilize Reading Eggs and/or Reading Eggspress to target reading instruction.	Technology	08/05/2015	05/31/2016	\$1500	Grant Funds	Bonnie LeFevers, Darlene Steele, classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

Status	Progress Notes	Created On	Created By
In Progress	Students in grades K-8 utilized Reading Eggs or Reading Eggspress to support instruction.	May 08, 2016	Mr. Kenny R Hughes

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Students in grades 2-8 will utilize Study Island to target reading and math instruction.	Technology, Tutoring	08/05/2015	05/31/2016	\$2000	Grant Funds	Bonnie LeFevers, Darlene Steele, all classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.
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Status	Progress Notes	Created On	Created By
In Progress	Students in grades 2-8 utilize Study Island to support instruction.	May 08, 2016	Mr. Kenny R Hughes

Measurable Objective 2:

collaborate to by Spring of 2016, Black Mountain Middle School will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 36.3% to 51.7% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Progress Monitoring - Review K-PREP scores and target areas of deficiency.

Category:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	K-PREP analysis was completed in October 2015.	May 08, 2016	Mr. Kenny R Hughes

Strategy 2:

SY 2015-2016

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Best Practice - Teachers will utilize differentiated instruction in their classrooms.

Category:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	Teachers use differentiated instruction that was provided with curriculum in their classrooms.	May 08, 2016	Mr. Kenny R Hughes

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to see areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.

Status	Progress Notes	Created On	Created By
Completed	Teachers in grades K-8 gave the math benchmark each of the four 9 weeks.	May 08, 2016	Mr. Kenny R Hughes

(shared) Strategy 3:

Enrichment - Target students for improvement. Helping students improve to proficiency.

Category: Integrated Methods for Learning

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Gear Up Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention/enrichment to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Status	Progress Notes	Created On	Created By
In Progress	Gear-up tutoring is ongoing via Gear-up tutors and academic specialist.	May 08, 2016	Mr. Kenny R Hughes

Activity - Reading Eggs/Eggspress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-8 will utilize Reading Eggs and/or Reading Eggspress to target reading instruction.	Technology	08/05/2015	05/31/2016	\$1500	Grant Funds	Bonnie LeFevers, Darlene Steele, classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

Status	Progress Notes	Created On	Created By
In Progress	Students in grades K-8 utilized Reading Eggs or Reading Eggspress to support instruction.	May 08, 2016	Mr. Kenny R Hughes

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Students in grades 2-8 will utilize Study Island to target reading and math instruction.	Technology, Tutoring	08/05/2015	05/31/2016	\$2000	Grant Funds	Bonnie LeFevers, Darlene Steele, all classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.
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Status	Progress Notes	Created On	Created By
In Progress	Students in grades 2-8 utilize Study Island to support instruction.	May 08, 2016	Mr. Kenny R Hughes

Goal 4: PPGES GOAL: Increase the percentage of effective principals from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to prepare and implement the PPGES by 05/31/2016 as measured by data collected from the PPGES process.

Strategy 1:

Professional Growth and Effectiveness System - Continued learning opportunities.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will continue to learn about the PPGES system and get professional development to introduce system to staff.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Mrs. LeFevers has been trained to observe teachers in the TPEGS and she has attended multiple professional developments that would positively impact her job as principal of the school.	May 08, 2016	Mr. Kenny R Hughes

Activity - District Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All District principals will accompany District Office personnel in collaboratively conducting District walkthroughs at all schools 3 times during the 2015-2016 school year. They, as part of the District Leadership Team, have assisted the Superintendent of Instruction (in a Curriculum Meeting) in developing an intentional schedule of District walk through in which they will assist in implementing.	Other	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, District personnel.

Status	Progress Notes	Created On	Created By
In Progress	The superintendent and assistant superintendent visited the school and several classrooms, but no formal data was collected regarding the visits.	May 08, 2016	Mr. Kenny R Hughes

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District mandates that principals develop and implement an intentional schedule for classroom visits beyond the current non-tenured/tenured evaluation process requirements. Specifically, principals are required to complete an informal evaluation of each teacher by visiting their classroom intently once every 9 weeks. A copy of the informal, Kentucky Adapted Framework for Teaching-aligned document used shall be submitted to the District's Central Office for verification and data collection/disaggregation.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers.

Status	Progress Notes	Created On	Created By
Completed	Mrs. LeFevers completed mini-observations of all of her staff members. She completed tenured and non-tenured formal observations prior to the end of the school year.	May 08, 2016	Mr. Kenny R Hughes

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

The superintendent or his designee will complete site visits to the school to conduct observations on the principal for the purposes of PPEGS.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Superintendent, Assistant Superintendent, Bonnie LeFevers.
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Status	Progress Notes	Created On	Created By
Completed	The superintendent and assistant superintendent visited the school multiple times to visit the principal. She kept them both up-to-date regarding the progress of our improvement.	May 08, 2016	Mr. Kenny R Hughes

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet with the superintendent to help develop her professional growth plan. Surveys, observations, and performance will be considered when developing the PGP.	Professional Learning	07/01/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Mike Howard.

Status	Progress Notes	Created On	Created By
Completed	Mrs. LeFevers worked with the superintendent to identify an area of improvement and she worked throughout the year to improve to meet that goal.	May 08, 2016	Mr. Kenny R Hughes

Activity - Re-Calibration Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, the principal must attend a re-calibration training to continue to be certified as a certified evaluator for faculty and staff.	Professional Learning	06/01/2016	07/31/2016	\$0	No Funding Required	Bonnie LeFevers, district personnel.

Status	Progress Notes	Created On	Created By
Completed	Mrs. LeFevers passed the test to allow her to be a certified evaluator for her staff and will be re-certified each summer.	May 08, 2016	Mr. Kenny R Hughes

Goal 5: TPGES GOAL: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to prepare and implement the PPGES by 05/31/2016 as measured by data collected from the PPGES process.

Strategy 1:

Professional Growth and Effectiveness System - Self reflection on principal observations.

Category:

Activity - Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reflection on principal evaluations and ways of improvement.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	All Teachers.

Status	Progress Notes	Created On	Created By
Completed	Teachers completed a self-reflection as part of their certified evaluation plan.	May 08, 2016	Mr. Kenny R Hughes

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various professional developments to introduce themselves to the new evaluation system.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	All teachers.

Status	Progress Notes	Created On	Created By
Completed	Teachers are required to participate in 24 hours of professional development to help meet their goals identified in their Professional Growth Plan.	May 08, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - TPGES Videos in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will watch TPGES videos in CIITS to become introduced to the Kentucky Teaching Framework.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Not Completed	This activity was not completed.	May 08, 2016	Mr. Kenny R Hughes

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into the Educator Development suite in the CIITS platform.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all appropriate teachers.

Status	Progress Notes	Created On	Created By
Completed	Each teacher under the TPGES evaluation system participated in a peer observation. Teachers had to submit their observation to Mrs. LeFevers.	May 08, 2016	Mr. Kenny R Hughes

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a professional development plan based on observations from the principal, their peer observation, self-reflection, and other informative data sources.	Professional Learning	05/01/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Teachers completed a self-reflection to help identify areas of improvement in their professional growth plan. Along with the self-reflection, the teacher worked with the principal to identify areas to improvement. The PGP was created to address those weaknesses and a plan for improvement.	May 08, 2016	Mr. Kenny R Hughes

Goal 6: PROGRAM REVIEW GOAL: To conduct Program Reviews as required by KDE.**Measurable Objective 1:**

collaborate to increase 10% of demonstrators across each program by one score point by 05/31/2016 as measured by the program review rubrics.

Strategy 1:

Program Reviews - All teachers will take part in the program review.

Category:

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Staff was assigned to committees prior to the start of the 2015-2016 school year.	May 18, 2016	Mr. Kenny R Hughes

Activity - Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. In September, December, and April, the program review committees will meet and rate their programs.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, Review Chairpersons, all teachers.
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Status	Progress Notes	Created On	Created By
Completed	Reviews of each program was conducted.	May 18, 2016	Mr. Kenny R Hughes

Activity - Storage of Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of the administration, planning committees will decide the best method to identify and store evidence related to all program reviews.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Evidence collection was identified and performed for each program.	May 18, 2016	Mr. Kenny R Hughes

Activity - Internal Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	District staff reviewed each program review prior to its submission.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing folders will be kept for students K-8. These folders will house evidence of writing activities from each student's classes/subject. All teachers will be responsible for adding evidence	Policy and Process	08/05/2015	05/31/2016	\$1000	General Fund	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Each student was purchased a writing folder. Writing pieces are stored in the students' writing folder.	May 18, 2016	Mr. Kenny R Hughes

Activity - Writing Plan Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school year, faculty and staff along with the Writing Program Review Committee will read, discuss, and update the writing plan for the school. KDE Writing Rubric will be used to update the plan to document required evidence.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	The writing plan was updated and approved by SBDM.	May 18, 2016	Mr. Kenny R Hughes

Activity - Art Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An art club will be created for students to attend to learn about art education. Resources and materials will be used to teach students the art curriculum from state standards.	Academic Support Program	08/05/2015	05/31/2016	\$100	General Fund	Bonnie LeFevers, Darlene Steele, Niki Mattern.

Status	Progress Notes	Created On	Created By
Completed	Mrs. Mattern created an art club to help with the A/H program review instruction.	May 18, 2016	Mr. Kenny R Hughes

Goal 7: NEEDS ASSESSMENT GOAL: To address areas needing improvement as reported by student performance data, staff, students, parents, and stakeholder surveys.

Measurable Objective 1:

collaborate to inform parents of support services within the school by 05/31/2016 as measured by the needs assessment parent survey results.

Strategy 1:

Communication Initiative - Increased communication with all stakeholders.

Category:

Activity - Public Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be disseminated once per grading period, via email, print newsletter, parent programs, open house, public service announcement on the radio/TV, newspaper ads, etc., detailing support services that are offered at Black Mountain Elementary, in addition to academics, i.e. school nurse, FRYSC, counseling, charitable operations, community programs, etc.	Community Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, FRYSC coordinator, school nurse, Cumberland Valley Counselor.

Status	Progress Notes	Created On	Created By
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Completed	We have increased our PR in the community by submitting pictures/articles to the local newspaper.	May 18, 2016	Mr. Kenny R Hughes
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Activity - Notes from School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will send a positive note home about a child in their classroom. This should be completed at least once per week.	Parent Involvement	08/05/2015	05/31/2016	\$250	General Fund	Bonnie LeFevers, Darlene Steele, All teachers.

Status	Progress Notes	Created On	Created By
Completed	We have increased our written communication from school.	May 18, 2016	Mr. Kenny R Hughes

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Messenger will be utilized to send phone calls to parents/guardians regarding up-coming activities. The messages will give information about events and encourage parents/guardians to attend.	Community Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darelene Steele, Kenny Hughes.

Status	Progress Notes	Created On	Created By
Completed	Mr. Hughes was trained to use school messenger and it was utilized to announce upcoming events.	May 18, 2016	Mr. Kenny R Hughes

Activity - Monthly Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly calendar of events will be prepared and sent home to inform parents of activities going on for the month. The calendar will inform parents when they are welcome to come participate in the scheduled events.	Community Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, Karen Pittman.

Status	Progress Notes	Created On	Created By
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Completed	Mrs. Pittman sent home a monthly calendar each month with events and important dates.	May 18, 2016	Mr. Kenny R Hughes
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Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Infinite Campus Parent Portal is offered to all parents through the state, but not many parents use the program. We will send communication to all parent stakeholders informing them of this program and how to request access. Two one-hour Infinite Campus Parent Portal trainings will be offered to help the parents/guardians log in to the program.	Parent Involvement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, Kenny Hughes.

Status	Progress Notes	Created On	Created By
Completed	Parents had access to parent portal. Mrs. Pittman was available to print access codes for parents.	May 18, 2016	Mr. Kenny R Hughes

Measurable Objective 2:

collaborate to increase the number of parent volunteers by 05/31/2016 as measured by a parent volunteer sign in log.

Strategy 1:

Parental Involvement - Develop methods of getting parents involved with their child's education.

Category:

Activity - Volunteer program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A volunteer program will be created to attract more parent volunteers in to classrooms.	Community Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, PTO.

Status	Progress Notes	Created On	Created By
In Progress	Our volunteer program is in progress. Teachers were given a form for volunteers to complete and they could use the volunteers as they needed.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two times a year, the school and FRYSC will host a reading night. Parents/guardians are invited to the school to participate in the event.	Parent Involvement	08/05/2015	05/31/2016	\$300	FRYSC	Bonnie LeFevers, Darlene Steele, Donna Helton.

Status	Progress Notes	Created On	Created By
Completed	FRYSC hosted Family Reading Night on December 15, 2015.	May 18, 2016	Mr. Kenny R Hughes

Measurable Objective 3:

collaborate to increase the level of respect from students to teachers and from teachers to students by 05/31/2016 as measured by the needs assessment student survey results.

Strategy 1:

Character Initiative - Character lessons for students and teachers.

Category:

Activity - Character Counts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselor will visit each classroom K-8th grade and teach a Character Counts curriculum. Character will be taught through the six pillars of character education.	Other	08/05/2015	05/31/2016	\$0	Grant Funds	Bonnie Lefevers, Darlene Steele.

Status	Progress Notes	Created On	Created By
Completed	Character Counts curriculum was available and utilized by teachers and counselor to instruct students.	May 18, 2016	Mr. Kenny R Hughes

Strategy 2:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Student Involvement - The strategy will work by allowing our student body to participate in decision making within our school organization.

Category: Stakeholder Engagement

Activity - Student Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected to serve on the student council. The student council will be the governing body of our school. The student council will meet with school leaders and help voice opinions from the student body. Both groups will work together to make decisions for the best interest of the school.	Other - Student Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, student council members.

Status	Progress Notes	Created On	Created By
In Progress	Students Council members were identified. This activity is on-going.	May 18, 2016	Mr. Kenny R Hughes

Measurable Objective 4:

collaborate to provide collaboration time for teachers to communicate ideas to colleagues by 05/31/2016 as measured by the needs assessment staff survey results.

Strategy 1:

Curriculum Assessment & Alignment - Providing opportunities for growth in curriculum assessment and alignment.

Category: Professional Learning & Support

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to collaborate as needed at weekly faculty meetings. They will meet in grade band teams, subjects, or other groups to be determined by them.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Teachers were given time at faculty meetings, before/after school, and at PLC meetings to collaborate with colleagues.	May 18, 2016	Mr. Kenny R Hughes

Measurable Objective 5:

collaborate to increase the number of students scoring proficient and distinguished in social studies at the fifth and eighth grade level by 05/31/2016 as measured by the Unbridled Learning formula..

Strategy 1:

Social Studies Initiative - The school needs assessment team will determine the best methods for improving the fifth and eighth grade social studies scores.

Category: Learning Systems

Activity - Social Studies Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth and eighth grade students will receive an extra period of social studies instruction. Students will use a variety of resources to target standards and areas of improvement.	Academic Support Program	12/01/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, fifth and eighth grade social studies teachers.

Status	Progress Notes	Created On	Created By
Completed	Social Studies Lab classes were provided to target academic performance in those classes at the 5th/8th grade level.	May 18, 2016	Mr. Kenny R Hughes

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be sought for all social studies teachers related to standards based understanding/teaching.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all social studies teachers.

Status	Progress Notes	Created On	Created By
In Progress	Mrs. LeFevers suggested professional developments for social studies teacher during the summer.	May 18, 2016	Mr. Kenny R Hughes

Goal 8: TELL SURVEY GOAL: To address areas needing improvement as reported by staff surveys.

Measurable Objective 1:

collaborate to increase the support of teachers from parent/guardians by 05/31/2016 as measured by the TELL survey results.

Strategy 1:

Volunteer Initiative - Increase the parent/guardian support of teachers.

Category:

Activity - PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will help improve communication between parents and teachers. PTO will disseminate data to the parents to help involve them and get participating in school activities.	Parent Involvement	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, PTO.

Status	Progress Notes	Created On	Created By
Completed	PTO was created and representatives were elected. Parent volunteers helped with various tasks involving students.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 2:

collaborate to increase the number of students who follow rules of conduct at school by 05/31/2016 as measured by the TELL survey results.

Strategy 1:

Behavior Initiative - Increase the number of discipline issues within the building.

Category:

Activity - Discipline Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The discipline committee will help develop interventions, track behaviors, and make recommendations for a school wide discipline plan.	Behavioral Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, discipline committee members.

Status	Progress Notes	Created On	Created By
Not Completed	This activity was not completed. Teachers were asked about discipline ideas, but no formal committee was created.	May 18, 2016	Mr. Kenny R Hughes

Measurable Objective 3:

collaborate to decrease the number of interruptions to classroom instruction by 05/31/2016 as measured by the TELL survey results.

Strategy 1:

Best Practice - Reduce classroom interruptions.

Category:

Activity - Minimal Classroom Disruptions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Every effort will be made to protect classroom instructional time. No phone calls will be transferred to the classrooms, no announcements until 2:35pm, and attendance clerk will utilize email to communicate with teachers instead of the telephone.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, all staff, coaches.
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Status	Progress Notes	Created On	Created By
Completed	Mrs. LeFevers had office staff utilize email when getting messages to teachers. She also had teachers put their phones on do not disturb until after lunch time.	May 18, 2016	Mr. Kenny R Hughes

Goal 9: K-3 PROFICIENCY GOAL: Increase the overall average for 3rd grade Reading and Math KPREP proficiency scores.

Measurable Objective 1:

collaborate to identify strategies to increase the overall average third grade Reading and Math KPREP proficiency scores by 05/31/2016 as measured by the Unbridled Learning formula for third grade students.

Strategy 1:

Targeted Intervention - Intervention in deficient areas.

Category:

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR will be used to screen all students and tier intervention will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers, tutors.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Rtl was implemented.	May 18, 2016	Mr. Kenny R Hughes

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-3 will be given the Math Benchmark Assessment once per nine weeks. The data gathered will better inform teachers of their students' abilities, help identify areas of improvements, and help the teachers better pace their instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 math teachers.

Status	Progress Notes	Created On	Created By
Completed	Math benchmark assessments were completed by grades K-2 four 9 weeks and 3-8 three 9 weeks.	May 18, 2016	Mr. Kenny R Hughes

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy) to provide assessment and diagnostic strategies to help target students' areas of needs.	Technology, Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 teachers.

Status	Progress Notes	Created On	Created By
Completed	Renaissance programs were used to screen, monitor, and evaluate the progress that students made toward their goals.	May 18, 2016	Mr. Kenny R Hughes

Strategy 2:

Reading Initiative - Various reading strategies to increase reading levels.

Category:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Reading Eggs program to increase reading skills in grades K-3.	Academic Support Program	08/05/2015	05/31/2016	\$1000	General Fund	Bonnie LeFevers, Darlene Steele, primary teachers.

Status	Progress Notes	Created On	Created By
Completed	Reading eggs was used in grades K-3.	May 18, 2016	Mr. Kenny R Hughes

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Accelerated Reader to take tests on books they have read. A rewards system will be set up to reward those reading goals.	Academic Support Program	08/05/2015	05/31/2016	\$0	District Funding	Bonnie LeFevers, Darlene Steele, Brenda Blanton, all reading teachers.

Status	Progress Notes	Created On	Created By
In Progress	Some classroom teachers use Accelerated Reader, but this is an on-going activity which we plan on setting up guidelines for next year.	May 18, 2016	Mr. Kenny R Hughes

Strategy 3:

Curriculum Alignment - The strategy will align curriculum and resources with state and local standards.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Teachers will meet in PLC grade level/subject groups to discuss and align available curriculum with state standards.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 teachers.
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Status	Progress Notes	Created On	Created By
Completed	PLCs were conducted at the primary level to discuss curriculum, standards, and resources.	May 18, 2016	Mr. Kenny R Hughes

Goal 10: KINDERGARTEN READINESS GOAL: To identify strategies to increase the percentage of students who are Kindergarten screened and ready.

Measurable Objective 1:

collaborate to screen all Kindergarten students by 05/31/2016 as measured by various types of data.

Strategy 1:

School Readiness & Early Learning - Screen students prior to entering kindergarten.

Category:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming Kindergarten students will be screened using the Brigance screener.	Academic Support Program	08/05/2015	05/31/2016	\$0	State Funds	Bonnie LeFevers, Darlene Steele, all Kindergarten teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Brigance screenings took place at the beginning of the school year with all kindergarten students.	May 18, 2016	Mr. Kenny R Hughes

Activity - Dial-R	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Preschool and Kindergarten students will be screened using the Dial-R screener.	Academic Support Program	08/05/2015	05/31/2016	\$0	District Funding	Bonnie LeFevers, Darlene Steele, preschool teachers, kindergarten teachers, district staff, preschool staff.

Status	Progress Notes	Created On	Created By
Completed	Dial R was conducted in the fall of 2015 and spring 2015.	May 18, 2016	Mr. Kenny R Hughes

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving services (special education, speech, etc.) in pre-school will have transition meetings with the kindergarten teachers to allow for seamless transitions into the kindergarten classroom.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, kindergarten teachers, pre-school personnel, district pre-school coordinator.

Status	Progress Notes	Created On	Created By
Completed	Transition meetings took place with kindergarten teachers.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 2:

collaborate to orientate all preschool students to Kindergarten curriculum by 05/31/2016 as measured by preschool exit criteria .

Strategy 1:

Curriculum Alignment - Alignment of curriculum across grade levels.

Category:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will be given a copy of the Kindergarten Kentucky Core Academic Standards to make them aware of expectation of a Kentucky Kindergarten student.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all preschool teachers.

Status	Progress Notes	Created On	Created By
Not Completed	The K-4 teacher has knowledge of KCAS standards, but she can only teach approved curriculum from the preschool organization that services those students.	May 18, 2016	Mr. Kenny R Hughes

Goal 11: NOVICE REDUCTION GOAL: Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to by May of 2016, Black Mountain Elementary School will decrease the number of students scoring in the novice category in Reading from 23.7% to 21.3%/Math from 37.1% to 33.4% by 05/31/2016 as measured by the Unbridled Learning formula.

(shared) Strategy 1:

Novice Reduction - The strategy will target novice reduction in grades 3-8 using targeted instruction and resources.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Category: Learning Systems

Activity - Student Response Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student response systems in their classroom to give immediate feedback to their students.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Teacher used Student Response Systems in their classroom to give their students immediate feedback regarding their work.	May 18, 2016	Mr. Kenny R Hughes

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy) to provide assessment and diagnostic strategies to help target students' areas of needs.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Renaissance Software was used to screen, monitor, and identify weaknesses in standards.	May 18, 2016	Mr. Kenny R Hughes

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Study Island was used with students in grades 2-8.	May 18, 2016	Mr. Kenny R Hughes

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will pull students that are below grade level to target areas of need. Our Extended School Services are operating on a daytime waiver provided by KDE. Students will use various technology intervention programs to help meet their individual needs.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all ESS tutors.

Status	Progress Notes	Created On	Created By
Completed	The school operated on a Daytime Waiver for ESS. 58 students received services with 52 moving on to the next grade because of those services.	May 18, 2016	Mr. Kenny R Hughes

Activity - Gear-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic specialist will utilize Gear-up services and programs to target students who are falling behind. Gear-up money will be used to hire tutors to target students who are falling behind.	Academic Support Program	08/05/2015	05/31/2016	\$12000	Grant Funds	Gear-Up Academic Specialist, Gear-Up tutors.

Status	Progress Notes	Created On	Created By
Completed	Gear-up provided tutoring assistance for students. Academic specialist worked closely with the 7th and 8th graders with areas of weakness.	May 18, 2016	Mr. Kenny R Hughes

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Teachers will administer scrimmage tests periodically throughout the school year to identify and target students who fall into the novice category.	Academic Support Program	08/05/2015	05/31/2016	\$1000	General Fund	Bonnie LeFevers, Darlene Steele, all teachers.
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Status	Progress Notes	Created On	Created By
Completed	Teachers completed scrimmage tests in their classrooms to identify areas of weakness.	May 18, 2016	Mr. Kenny R Hughes

Activity - Develop school-wide writing response procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a school-wide writing procedure for all students to follow in each of their classes. Creating this best-practice will give the students a guide when writing short answer and extended responses.	Policy and Process	12/01/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	This activity is on-going. We updated our writing plan and as part of the PGP, Mrs. LeFevers asked writing teachers to attend content specific professional developments.	May 18, 2016	Mr. Kenny R Hughes

Activity - Social Studies Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth and eight grade students will receive an extra period of social studies instruction. Students will use a variety of resources to target standards and areas of improvement.	Academic Support Program	11/04/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, fifth and eighth grade social studies teachers.

Status	Progress Notes	Created On	Created By
Completed	Teachers at grades 5 and 8 set aside extra time for social studies. Teachers retaught areas that were problematic to students and that needed to be reinforced.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 2:

collaborate to by May of 2016, Black Mountain Middle School will decrease the number of students scoring in the novice category in Reading from 31.3% to 28.2%/Math from 23.2% to 20.9% by 05/31/2016 as measured by Unbridled Learning formula.

(shared) Strategy 1:

Novice Reduction - The strategy will target novice reduction in grades 3-8 using targeted instruction and resources.

Category: Learning Systems

Activity - Student Response Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student response systems in their classroom to give immediate feedback to their students.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Teacher used Student Response Systems in their classroom to give their students immediate feedback regarding their work.	May 18, 2016	Mr. Kenny R Hughes

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy to provide assessment and diagnostic strategies to help target students' areas of needs.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Renaissance Software was used to screen, monitor, and identify weaknesses in standards.	May 18, 2016	Mr. Kenny R Hughes

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Study Island was used with students in grades 2-8.	May 18, 2016	Mr. Kenny R Hughes

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will pull students that are below grade level to target areas of need. Our Extended School Services are operating on a daytime waiver provided by KDE. Students will use various technology intervention programs to help meet their individual needs.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all ESS tutors.

Status	Progress Notes	Created On	Created By
Completed	The school operated on a Daytime Waiver for ESS. 58 students received services with 52 moving on to the next grade because of those services.	May 18, 2016	Mr. Kenny R Hughes

Activity - Gear-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic specialist will utilize Gear-up services and programs to target students who are falling behind. Gear-up money will be used to hire tutors to target students who are falling behind.	Academic Support Program	08/05/2015	05/31/2016	\$12000	Grant Funds	Gear-Up Academic Specialist, Gear-Up tutors.

Status	Progress Notes	Created On	Created By
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KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Completed	Gear-up provided tutoring assistance for students. Academic specialist worked closely with the 7th and 8th graders with areas of weakness.	May 18, 2016	Mr. Kenny R Hughes
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Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer scrimmage tests periodically throughout the school year to identify and target students who fall into the novice category.	Academic Support Program	08/05/2015	05/31/2016	\$1000	General Fund	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
Completed	Teachers completed scrimmage tests in their classrooms to identify areas of weakness.	May 18, 2016	Mr. Kenny R Hughes

Activity - Develop school-wide writing response procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a school-wide writing procedure for all students to follow in each of their classes. Creating this best-practice will give the students a guide when writing short answer and extended responses.	Policy and Process	12/01/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Status	Progress Notes	Created On	Created By
In Progress	This activity is on-going. We updated our writing plan and as part of the PGP, Mrs. LeFevers asked writing teachers to attend content specific professional developments.	May 18, 2016	Mr. Kenny R Hughes

Activity - Social Studies Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth and eight grade students will receive an extra period of social studies instruction. Students will use a variety of resources to target standards and areas of improvement.	Academic Support Program	11/04/2015	05/31/2016	\$0	No Funding Required	Bonnie LeFevers, Darlene Steele, fifth and eighth grade social studies teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Status	Progress Notes	Created On	Created By
Completed	Teachers at grades 5 and 8 set aside extra time for social studies. Teachers retaught areas that were problematic to students and that needed to be reinforced.	May 18, 2016	Mr. Kenny R Hughes

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screening	All incoming Kindergarten students will be screened using the Brigance screener.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all Kindergarten teachers.
ILPs	Students will use the ILPs regularly to help plan for a college and/or career pathway.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Derrick Watkins.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iCurio	Icurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
District Walkthroughs	All District principals will accompany District Office personnel in collaboratively conducting District walkthroughs at all schools 3 times during the 2015-2016 school year. They, as part of the District Leadership Team, have assisted the Superintendent of Instruction (in a Curriculum Meeting) in developing an intentional schedule of District walk through in which they will assist in implementing.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, District personnel.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

K-PREP Analysis	Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.
Standards Based Assessments	Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Reviews	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. In September, December, and April, the program review committees will meet and rate their programs.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Review Chairpersons, all teachers.
Student Response Systems	Teachers will use student response systems in their classroom to give immediate feedback to their students.	Technology	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
PLC	Teachers will meet in PLC grade level/subject groups to discuss and align available curriculum with state standards.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all K-3 teachers.
Collaboration	Teachers will be given the opportunity to collaborate as needed at weekly faculty meetings. They will meet in grade band teams, subjects, or other groups to be determined by them.	Professional Learning	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Develop school-wide writing response procedures	Teachers will develop a school-wide writing procedure for all students to follow in each of their classes. Creating this best-practice will give the students a guide when writing short answer and extended responses.	Policy and Process	12/01/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Renaissance Software Programs	Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy) to provide assessment and diagnostic strategies to help target students' areas of needs.	Technology	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Professional Development	Professional development will be sought for all social studies teachers related to standards based understanding/teaching.	Professional Learning	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all social studies teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Curriculum Development	Preschool teachers will be given a copy of the Kindergarten Kentucky Core Academic Standards to make them aware of expectation of a Kentucky Kindergarten student.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all preschool teachers.
Standards Based Assessments	Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
K-PREP Analysis	Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Public Relations	Information will be disseminated once per grading period, via email, print newsletter, parent programs, open house, public service announcement on the radio/TV, newspaper ads, etc., detailing support services that are offered at Black Mountain Elementary, in addition to academics, i.e. school nurse, FRYSC, counseling, charitable operations, community programs, etc.	Community Engagement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, FRYSC coordinator, school nurse, Cumberland Valley Counselor.
Math Benchmark Assessments	All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to see areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.
Renaissance Software Programs	Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy to provide assessment and diagnostic strategies to help target students' areas of needs.	Technology, Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all K-3 teachers.
TPGES Videos in CIITS	Teachers will watch TPGES videos in CIITS to become introduced to the Kentucky Teaching Framework.	Professional Learning	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Self Reflection	Self reflection on principal evaluations and ways of improvement.	Professional Learning	08/05/2015	05/31/2016	\$0	All Teachers.
Professional Development	Teachers will utilize various professional developments to introduce themselves to the new evaluation system.	Professional Learning	08/05/2015	05/31/2016	\$0	All teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Re-Calibration Certification	Each year, the principal must attend a re-calibration training to continue to be certified as a certified evaluator for faculty and staff.	Professional Learning	06/01/2016	07/31/2016	\$0	Bonnie LeFevers, district personnel.
Math Benchmark Assessments	Students in grade K-8 will participate in a benchmark test at the end of each nine weeks. Results will be shared with principals to make instructional decisions.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all math teachers.
Differentiated Instruction	Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Scrimmage Testing	Teachers will complete scrimmage tests with their students to direct their course and instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, middle grade teachers.
Study Island	Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Differentiated Instruction	Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Classroom Observations	The District mandates that principals develop and implement an intentional schedule for classroom visits beyond the current non-tenured/tenured evaluation process requirements. Specifically, principals are required to complete an informal evaluation of each teacher by visiting their classroom intently once every 9 weeks. A copy of the informal, Kentucky Adapted Framework for Teaching-aligned document used shall be submitted to the District's Central Office for verification and data collection/disaggregation.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers.
Monthly Calendar	A monthly calendar of events will be prepared and sent home to inform parents of activities going on for the month. The calendar will inform parents when they are welcome to come participate in the scheduled events.	Community Engagement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Karen Pittman.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Extended School Services	Tutors will pull students that are below grade level to target areas of need. Our Extended School Services are operating on a daytime waiver provided by KDE. Students will use various technology intervention programs to help meet their individual needs.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all ESS tutors.
School Messenger	School Messenger will be utilized to send phone calls to parents/guardians regarding up-coming activities. The messages will give information about events and encourage parents/guardians to attend.	Community Engagement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Kenny Hughes.
Volunteer program	A volunteer program will be created to attract more parent volunteers in to classrooms.	Community Engagement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, PTO.
PTO	PTO will help improve communication between parents and teachers. PTO will disseminate data to the parents to help involve them and get participating in school activities.	Parent Involvement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, PTO.
Professional Growth Plan	Principal will meet with the superintendent to help develop her professional growth plan. Surveys, observations, and performance will be considered when developing the PGP.	Professional Learning	07/01/2015	05/31/2016	\$0	Bonnie LeFevers, Mike Howard.
Site Visits	The superintendent or his designee will complete site visits to the school to conduct observations on the principal for the purposes of PPEGS.	Policy and Process	08/05/2015	05/31/2016	\$0	Superintendent, Assistant Superintendent, Bonnie LeFevers.
Storage of Evidence	With the assistance of the administration, planning committees will decide the best method to identify and store evidence related to all program reviews.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Study Island	Teachers will utilize the online academic support program, Study Island, to target students who are failing to meet benchmarks in reading and math.	Tutoring, Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, middle grade teachers.
Social Studies Lab	Fifth and eighth grade students will receive an extra period of social studies instruction. Students will use a variety of resources to target standards and areas of improvement.	Academic Support Program	11/04/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, fifth and eighth grade social studies teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Student Council	Students will be selected to serve on the student council. The student council will be the governing body of our school. The student council will meet with school leaders and help voice opinions from the student body. Both groups will work together to make decisions for the best interest of the school.	Other - Student Engagement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, student council members.
K-PREP Analysis	Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Infinite Campus Parent Portal	Infinite Campus Parent Portal is offered to all parents through the state, but not many parents use the program. We will send communication to all parent stakeholders informing them of this program and how to request access. Two one-hour Infinite Campus Parent Portal trainings will be offered to help the parents/guardians log in to the program.	Parent Involvement	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Kenny Hughes.
Social Studies Lab	Fifth and eighth grade students will receive an extra period of social studies instruction. Students will use a variety of resources to target standards and areas of improvement.	Academic Support Program	12/01/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, fifth and eighth grade social studies teachers.
Minimal Classroom Disruptions	Every effort will be made to protect classroom instructional time. No phone calls will be transferred to the classrooms, no announcements until 2:35pm, and attendance clerk will utilize email to communicate with teachers instead of the telephone.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, all staff, coaches.
Professional Growth Plan	Teachers will create a professional development plan based on observations from the principal, their peer observation, self-reflection, and other informative data sources.	Professional Learning	05/01/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Peer Observation	All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into the Educator Development suite in the CIITS platform.	Professional Learning	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all appropriate teachers.
Project-Based Learning	Project-based learning will be used to engage students in the learning process over paper/pencil based assignments. Students complete activities to demonstrate their proficiency of a specific standard.	Direct Instruction	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Math Benchmark Assessments	All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to identify areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.
Writing Plan Update	Each school year, faculty and staff along with the Writing Program Review Committee will read, discuss, and update the writing plan for the school. KDE Writing Rubric will be used to update the plan to document required evidence.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Transition Meetings	Students receiving services (special education, speech, etc.) in pre-school will have transition meetings with the kindergarten teachers to allow for seamless transitions into the kindergarten classroom.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, kindergarten teachers, pre-school personnel, district pre-school coordinator.
Professional Development	Principal will continue to learn about the PPGES system and get professional development to introduce system to staff.	Professional Learning	08/05/2015	05/31/2016	\$0	Bonnie LeFevers.
Internal Review Process	Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Discipline Committee	The discipline committee will help develop interventions, track behaviors, and make recommendations for a school wide discipline plan.	Behavioral Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, discipline committee members.
Program Review Committees	Program review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers.
Math Benchmark Assessments	All students in grades K-3 will be given the Math Benchmark Assessment once per nine weeks. The data gathered will better inform teachers of their students' abilities, help identify areas of improvements, and help the teachers better pace their instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all K-3 math teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

K-PREP Analysis	Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Night	Two times a year, the school and FRYSC will host a reading night. Parents/guardians are invited to the school to participate in the event.	Parent Involvement	08/05/2015	05/31/2016	\$300	Bonnie LeFevers, Darlene Steele, Donna Helton.
Total					\$300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dial-R	All Preschool and Kindergarten students will be screened using the Dial-R screener.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, preschool teachers, kindergarten teachers, district staff, preschool staff.
Study Island	Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600	Bonnie LeFevers, Darlene Steele, all teachers.
Study Island	Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Rtl	STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.
Rtl	STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.
Rtl	STAR will be used to screen all students and tier intervention will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers, tutors.
Accelerated Reader	Students will use Accelerated Reader to take tests on books they have read. A rewards system will be set up to reward those reading goals.	Academic Support Program	08/05/2015	05/31/2016	\$0	Bonnie LeFevers, Darlene Steele, Brenda Blanton, all reading teachers.
Total					\$13200	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Counts	Guidance counselor will visit each classroom K-8th grade and teach a Character Counts curriculum. Character will be taught through the six pillars of character education.	Other	08/05/2015	05/31/2016	\$0	Bonnie Lefevers, Darlene Steele.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Study Island	Students in grades 2-8 will utilize Study Island to target reading and math instruction.	Technology, Tutoring	08/05/2015	05/31/2016	\$2000	Bonnie LeFevers, Darlene Steele, all classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.
Gear-Up	Academic specialist will utilize Gear-up services and programs to target students who are falling behind. Gear-up money will be used to hire tutors to target students who are falling behind.	Academic Support Program	08/05/2015	05/31/2016	\$12000	Gear-Up Academic Specialist, Gear-Up tutors.
Gear-up Tutoring	Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.
Reading Eggs/Eggspress	Students in grades K-8 will utilize Reading Eggs and/or Reading Eggspress to target reading instruction.	Technology	08/05/2015	05/31/2016	\$1500	Bonnie LeFevers, Darlene Steele, classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.
Gear-up Tutoring	Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to our school for the purpose of working with GEAR UP students in grades 2-7. The AS will help in meeting College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$66500	Bonnie LeFevers, Darlene Steele, Berea College, Tammy Fields.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Gear Up Tutoring	Academic Specialist and Gear-up tutors will provide reading and math intervention/enrichment to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.
Total					\$112000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Eggs	Teachers will use the Reading Eggs program to increase reading skills in grades K-3.	Academic Support Program	08/05/2015	05/31/2016	\$1000	Bonnie LeFevers, Darlene Steele, primary teachers.
Notes from School	Teachers will send a positive note home about a child in their classroom. This should be completed at least once per week.	Parent Involvement	08/05/2015	05/31/2016	\$250	Bonnie LeFevers, Darlene Steele, All teachers.
Career Day	We will host a career day and ask people from many different careers to visit. Different careers will be represented and the students will rotate through the different career choices.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$200	Bonnie LeFevers, Darlene Steele, Practical Living Committee, Middle grade teachers.
Scrimmage Testing	Teachers will administer scrimmage tests periodically throughout the school year to identify and target students who fall into the novice category.	Academic Support Program	08/05/2015	05/31/2016	\$1000	Bonnie LeFevers, Darlene Steele, all teachers.
Writing Folders	Writing folders will be kept for students K-8. These folders will house evidence of writing activities from each student's classes/subject. All teachers will be responsible for adding evidence	Policy and Process	08/05/2015	05/31/2016	\$1000	Bonnie LeFevers, Darlene Steele, all teachers.
Art Club	An art club will be created for students to attend to learn about art education. Resources and materials will be used to teach students the art curriculum from state standards.	Academic Support Program	08/05/2015	05/31/2016	\$100	Bonnie LeFevers, Darlene Steele, Niki Mattern.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Total

\$3550

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

When analyzing the data, we are trying to determine what exactly went wrong during the 2014-2015 school year to cause our test scores to decrease to a level that qualified us to be a focus school. The data indicates that all academic areas decreased in both elementary and middle school. The data showed a major deficit in fifth and eighth grade social studies. The information doesn't tell us specially what areas in each area the students decreased in.

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?

According to our survey results, our areas of strength are:

- motivation from students.
- students see staff as being fair.
- students know their teacher wants them to learn.
- student praise/feedback.

Our leadership changed in the summer of 2015 and we consider that a strength in order to improve our academic and non-academic deficiencies we identified when analyzing data.

Opportunities for Improvement

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

According to our surveys, our areas for improvement are:

- students want to help make decisions.
- parents aren't influential decision makers within our school.
- parents don't understand how their child is being graded.
- fifth and eighth grade social studies.
- all academic areas need to improve.
- reduce the number of students scoring in the novice category.

We plan to address these areas by:

- creating a social studies lab period for fifth and eighth.
- create a student council.
- invite parents to participate on SBDM committees.
- notify parents of Infinite Campus Parent Portal and conduct trainings.
- data analysis of test scores and target areas of improvement.
- conduct professional developments for social studies teachers.
- scrimmage testing in reading and math.
- school-wide writing procedures for responding to short and extended responses.
- Renaissance software professional development.

Conclusion

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

Our faculty and staff is committed to improving. We plan to address the areas of concern by implementing this plan and addressing the areas identified in our needs assessment. The next steps are included in the Opportunities for Improvement section of this diagnostic. Numerous changes have been made since the administration change in July 2015. Continuous changes are made and programs are adjusted to meet our needs and address our areas of improvement. Our TELL survey results showed a need to address leadership, but since the survey reflected results from the previous administration, the needs assessment team did not feel it was appropriate to address those deficiencies in our plan this cycle.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

TELL SURVEY GOAL: To address areas needing improvement as reported by staff surveys.

Measurable Objective 1:

collaborate to increase the number of students who follow rules of conduct at school by 05/31/2016 as measured by the TELL survey results.

Strategy1:

Behavior Initiative - Increase the number of discipline issues within the building.

Category:

Research Cited:

Activity - Discipline Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The discipline committee will help develop interventions, track behaviors, and make recommendations for a school wide discipline plan.	Behavioral Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, discipline committee members.

Measurable Objective 2:

collaborate to increase the support of teachers from parent/guardians by 05/31/2016 as measured by the TELL survey results.

Strategy1:

Volunteer Initiative - Increase the parent/guardian support of teachers.

Category:

Research Cited:

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will help improve communication between parents and teachers. PTO will disseminate data to the parents to help involve them and get participating in school activities.	Parent Involvement	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, PTO.

Measurable Objective 3:

collaborate to decrease the number of interruptions to classroom instruction by 05/31/2016 as measured by the TELL survey results.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Strategy1:

Best Practice - Reduce classroom interruptions.

Category:

Research Cited:

Activity - Minimal Classroom Disruptions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every effort will be made to protect classroom instructional time. No phone calls will be transferred to the classrooms, no announcements until 2:35pm, and attendance clerk will utilize email to communicate with teachers instead of the telephone.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers, all staff, coaches.

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

Goal 1:

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

Measurable Objective 1:

collaborate to by May of 2016, Black Mountain Middle School will increase the averaged combined percentage proficient / distinguished reading and math K-prep scores from 37.1% to 53.0% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy1:

Curriculum Assessment - Assessing quality of instruction.

Category: Learning Systems

Research Cited:

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grade K-8 will participate in a benchmark test at the end of each nine weeks. Results will be shared with principals to make instructional decisions.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers.

Strategy2:

Non-Traditional Instruction - Students will utilize ten non-traditional instructional days to compensate for the school closures we encounter for bad weather. Teachers are available online and will decrease the loss of instruction when out of the classroom.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based learning will be used to engage students in the learning process over paper/pencil based assignments. Students complete activities to demonstrate their proficiency of a specific standard.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Strategy3:

CIITS - Use CIITS to create assessments.

Category:

Research Cited:

Activity - Standards Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Strategy4:

Targeted Intervention - Teachers will analyze last year's test scores and target students that need to move from novice/apprentice to proficient. The teacher will work with those students in areas of need.

Category:

Research Cited:

Activity - Gear-up Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000 - Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600 - District Funding	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0 - District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 2:

collaborate to by May of 2016, Black Mountain Elementary School will increase the averaged combined percentage proficient / distinguished reading and math K-prep scores from 31.9% to 52.9% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy1:

Non-Traditional Instruction - Students will utilize ten non-traditional instructional days to compensate for the school closures we encounter for bad weather. Teachers are available online and will decrease the loss of instruction when out of the classroom.

Category: Integrated Methods for Learning

Research Cited:

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based learning will be used to engage students in the learning process over paper/pencil based assignments. Students complete activities to demonstrate their proficiency of a specific standard.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Strategy2:

Targeted Intervention - Teachers will analyze last year's test scores and target students that need to move from novice/apprentice to proficient. The teacher will work with those students in areas of need.

Category:

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Study Island online resources to provide students extra practice and assessments that support student achievement.	Technology	08/05/2015	05/31/2016	\$6600 - District Funding	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, Brent Roark, all teachers.

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR will be used to screen all students and tier interventions will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0 - District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers/tutors.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Gear-up Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000 - Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Strategy3:

Curriculum Assessment - Assessing quality of instruction.

Category: Learning Systems

Research Cited:

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grade K-8 will participate in a benchmark test at the end of each nine weeks. Results will be shared with principals to make instructional decisions.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers.

Strategy4:

CIITS - Use CIITS to create assessments.

Category:

Research Cited:

Activity - Standards Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS to create rigorous assessments to assess students on current standards being taught.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

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

Goal 1:

KINDERGARTEN READINESS GOAL: To identify strategies to increase the percentage of students who are Kindergarten screened and ready.

Measurable Objective 1:

collaborate to screen all Kindergarten students by 05/31/2016 as measured by various types of data.

Strategy1:

School Readiness & Early Learning - Screen students prior to entering kindergarten.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be screened using the Brigance screener.	Academic Support Program	08/05/2015	05/31/2016	\$0 - State Funds	Bonnie LeFevers, Darlene Steele, all Kindergarten teachers.

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

Goal 1:

KINDERGARTEN READINESS GOAL: To identify strategies to increase the percentage of students who are Kindergarten screened and ready.

Measurable Objective 1:

collaborate to screen all Kindergarten students by 05/31/2016 as measured by various types of data.

Strategy1:

School Readiness & Early Learning - Screen students prior to entering kindergarten.

Category:

Research Cited:

Activity - Dial-R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Preschool and Kindergarten students will be screened using the Dial-R screener.	Academic Support Program	08/05/2015	05/31/2016	\$0 - District Funding	Bonnie LeFevers, Darlene Steele, preschool teachers, kindergarten teachers, district staff, preschool staff.

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving services (special education, speech, etc.) in pre-school will have transition meetings with the kindergarten teachers to allow for seamless transitions into the kindergarten classroom.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, kindergarten teachers, pre-school personnel, district pre-school coordinator.

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be screened using the Brigance screener.	Academic Support Program	08/05/2015	05/31/2016	\$0 - State Funds	Bonnie LeFevers, Darlene Steele, all Kindergarten teachers.

Measurable Objective 2:

collaborate to orientate all preschool students to Kindergarten curriculum by 05/31/2016 as measured by preschool exit criteria .

Strategy1:

Curriculum Alignment - Alignment of curriculum across grade levels.

Category:

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will use Kindergarten Kentucky Core Academic Standards to align their preschool curriculum with.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all preschool teachers.

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

Goal 1:

K-3 PROFICIENCY GOAL: Increase the overall average for 3rd grade Reading and Math KPREP proficiency scores.

Measurable Objective 1:

collaborate to identify strategies to increase the overall average third grade Reading and Math KPREP proficiency scores by 05/31/2016 as measured by the Unbridled Learning formula for third grade students.

Strategy1:

Targeted Intervention - Intervention in deficient areas.

Category:

Research Cited:

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR will be used to screen all students and tier intervention will be used to target students falling in the needing intervention category.	Academic Support Program	08/05/2015	05/31/2016	\$0 - District Funding	Bonnie LeFevers, Darlene Steele, all teachers, Rtl teachers, tutors.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-3 will be given the Math Benchmark Assessment once per nine weeks. The data gathered will better inform teachers of their students' abilities, help identify areas of improvements, and help the teachers better pace their instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 math teachers.

Activity - Renaissance Software Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Renaissance software programs (Star Reading, Star Math, Accelerated Reader, and Star Early Literacy to provide assessment and diagnostic strategies to help target students' areas of needs.	Academic Support Program Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 teachers.

Strategy2:

Reading Initiative - Various reading strategies to increase reading levels.

Category:

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Reading Eggs program to increase reading skills in grades K-3.	Academic Support Program	08/05/2015	05/31/2016	\$1000 - General Fund	Bonnie LeFevers, Darlene Steele, primary teachers.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Accelerated Reader to take tests on books they have read. A rewards system will be set up to reward those reading goals.	Academic Support Program	08/05/2015	05/31/2016	\$0 - District Funding	Bonnie LeFevers, Darlene Steele, Brenda Blanton, all reading teachers.

Strategy3:

Curriculum Alignment - The strategy will align curriculum and resources with state and local standards.

Category: Continuous Improvement

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC grade level/subject groups to discuss and align available curriculum with state standards.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all K-3 teachers.

The school identified specific strategies to address subgroup achievement gaps.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Goal 1:

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

Measurable Objective 1:

collaborate to by Spring 2016, Black Mountain Elementary will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 31.5% to 53.2% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy1:

Best Practice - Teachers will utilize differentiated instruction in their classrooms.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to identify areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.

Strategy2:

Progress Monitoring - Review K-PREP scores and target areas of deficiency.

Category:

Research Cited:

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Strategy3:

Enrichment - Target students for improvement. Helping students improve to proficiency.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Reading Eggs/Eggspress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-8 will utilize Reading Eggs and/or Reading Eggspress to target reading instruction.	Technology	08/05/2015	05/31/2016	\$1500 - Grant Funds	Bonnie LeFevers, Darlene Steele, classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

Activity - Gear Up Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention/enrichment to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000 - Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 2-8 will utilize Study Island to target reading and math instruction.	Technology Tutoring	08/05/2015	05/31/2016	\$2000 - Grant Funds	Bonnie LeFevers, Darlene Steele, all classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

Measurable Objective 2:

collaborate to by Spring of 2016, Black Mountain Middle School will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 36.3% to 51.7% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy1:

Best Practice - Teachers will utilize differentiated instruction in their classrooms.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated, research based instructional strategies to instruct and assess students by.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will conduct benchmark assessments. Teachers and district staff will use these results to see areas of improvement.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all math teachers, and district support staff.

Strategy2:

Progress Monitoring - Review K-PREP scores and target areas of deficiency.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Strategy3:

Enrichment - Target students for improvement. Helping students improve to proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 2-8 will utilize Study Island to target reading and math instruction.	Technology Tutoring	08/05/2015	05/31/2016	\$2000 - Grant Funds	Bonnie LeFevers, Darlene Steele, all classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

Activity - Gear Up Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Gear-up tutors will provide reading and math intervention/enrichment to students in second through eighth grade.	Tutoring	08/05/2015	05/31/2016	\$10000 - Grant Funds	Bonnie LeFevers, Darlene Steele, Gear-up Academic Specialist, and Gear-up tutors.

Activity - Reading Eggs/Eggspress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-8 will utilize Reading Eggs and/or Reading Eggspress to target reading instruction.	Technology	08/05/2015	05/31/2016	\$1500 - Grant Funds	Bonnie LeFevers, Darlene Steele, classroom teachers, Gear-up Academic Specialist, and Gear-up tutors.

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

N/A (this question does not apply)

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

Goal 1:

CCR GOAL: Increase the percentage of students who are college- and career- ready from 44.4% in Reading/33.3% in Math to 54.4% in Reading/43.3% in Math by 2017.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Measurable Objective 1:

demonstrate a proficiency Black Mountain Middle School will increase the percentage of proficient/distinguished students in Reading to 49.4%/Math to 38.3% by 05/31/2016 as measured by the Unbridled Learning formula.

Strategy1:

Course and Assessment Alignment - Teachers will use scrimmage tests to guide courses and instruction.

Category:

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete scrimmage tests with their students to direct their course and instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, middle grade teachers.

Strategy2:

Acceleration - Teachers will target Explore content in previous grades.

Category:

Research Cited:

Activity - iCurio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Icurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online academic support program, Study Island, to target students who are failing to meet benchmarks in reading and math.	Tutoring Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, middle grade teachers.

Strategy3:

Academic and Career Advising - The school will host a career day and ask people of different careers to come speak with the students about their career.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a career day and ask people from many different careers to visit. Different careers will be represented and the students will rotate through the different career choices.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$200 - General Fund	Bonnie LeFevers, Darlene Steele, Practical Living Committee, Middle grade teachers.

Activity - GEAR UP Academic Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GEAR UP Academic Specialist (AS) will be assigned to our school for the purpose of working with GEAR UP students in grades 2-7. The AS will help in meeting College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$66500 - Grant Funds	Bonnie LeFevers, Darlene Steele, Berea College, Tammy Fields.

Activity - ILPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the ILPs regularly to help plan for a college and/or career pathway.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0 - State Funds	Bonnie LeFevers, Darlene Steele, Derrick Watkins.

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

Goal 1:

PROGRAM REVIEW GOAL: To conduct Program Reviews as required by KDE.

Measurable Objective 1:

collaborate to increase 10% of demonstrators across each program by one score point by 05/31/2016 as measured by the program review rubrics.

Strategy1:

Program Reviews - All teachers will take part in the program review.

Category:

Research Cited:

Activity - Storage of Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of the administration, planning committees will decide the best method to identify and store evidence related to all program reviews.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Activity - Art Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An art club will be created for students to attend to learn about art education. Resources and materials will be used to teach students the art curriculum from state standards.	Academic Support Program	08/05/2015	05/31/2016	\$100 - General Fund	Bonnie LeFevers, Darlene Steele, Niki Mattern.

Activity - Internal Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing folders will be kept for students K-8. These folders will house evidence of writing activities from each student's classes/subject. All teachers will be responsible for adding evidence	Policy and Process	08/05/2015	05/31/2016	\$1000 - General Fund	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. In September, December, and April, the program review committees will meet and rate their programs.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, Review Chairpersons, all teachers.

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Activity - Writing Plan Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school year, faculty and staff along with the Writing Program Review Committee will read, discuss, and update the writing plan for the school. KDE Writing Rubric will be used to update the plan to document required evidence.	Policy and Process	08/05/2015	05/31/2016	\$0 - No Funding Required	Bonnie LeFevers, Darlene Steele, all teachers.

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Needs assessment data was collected by using the TELL Kentucky results, faculty/staff, parent, student surveys, and testing analysis of the KPREP data from last year's testing data.	

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	Researched based instructional curriculum is used. Response to Intervention (RtI) if needed. Researched based remediation materials and computer based programs.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool students are housed within our school building. Their transition is continuous, but introductions to kindergarten are made toward the end of the school year. Transition meetings are held. Meetings are held regarding students with disabilities and their transition as well.	

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	Researched based strategies are utilized in each classroom through the school/district adopted curriculum. RtI interventions are rigorous and researched based; and used to remediate when a student is failing to meet state academic achievement standards.	

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The Harlan County Public School District uses the Kentucky Educator Placement Service (KEPS) to post certified vacancies within our schools. Applicants apply and send the necessary information to our administrative office. Once the time frame for the job vacancy has expired, the school site base decision making council (SBDM) reviews applications and schedules interviews. Council members work with the principal to recommend a highly qualified applicant for the position and then the superintendent reviews the recommendation. Job vacancies are posted at the administrative office as well.	

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	Financial records are on file for Title I, Part A funds.	

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 sends home a monthly newsletter and calendar of events. Parents are invited to take part in activities at school such as parent teacher conferences, school performances, school assemblies, Title I Parent Advisory Council, and other special holiday events. Parents are engaged through email, school messenger, school website, and Facebook. Parents are encouraged to take part in our school PTO. Parents are encouraged and invited to attend our SBDM council meetings. Parents and stakeholders are sought for feedback on our Comprehensive School Improvement Plan.	

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

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

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	Summer professional development is offered based on need and upcoming initiatives, as well as to be in compliance with all federal and state mandates. Professional development is ongoing throughout the school year. Teacher Professional Growth Plans are created in May of each year and approved by the principal. Principals must approve all professional developments prior to attending in order to make sure it meets the need of the teacher's professional growth plan.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Faculty, staff, and district personnel met this school year to review student achievement results. Testing analysis was completed in September. Several changes were implemented in our curriculum delivery and materials based on the testing analysis. The comprehensive plan is placed online and in the school's office for stakeholder review each December. Stakeholders are invited to give feedback and suggest changes.	

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	Black Mountain Elementary is a Title I school wide program. A comprehensive needs assessment was conducted and a review of academic achievement data was completed. A testing analysis was completed and presented to the faculty and staff in September 2015. Areas of improvement were identified and are being addressed in our comprehensive school improvement plan.	

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Students receive researched based instructional strategies from school/district adopted curriculum. The school uses a researched based screener and progress monitor to identify students who are failing to meet benchmarks. Through the RtI program, students are placed in the program to receive additional assistance and remediation of curriculum. All interventions (both teacher directed and computer directed) are researched based instructional strategies.	

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	Response to Intervention (RtI) is implemented with fidelity.	

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

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

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	The school RtI team reviews data from targeted assistance activities to move students between tiers depending upon their progress or lack of.	

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		

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Black Mountain Elementary is a Title I school wide program. All of our students are eligible. Financial records are on file regarding Title I, Part A.	

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	Parents are invited to participate in various activities across all areas. Parents are engaged through email, school messenger, monthly newsletter/calendar, school website, Facebook, and notes home. Parents are invited to review assessment data and contribute to the comprehensive school improvement plan.	

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	Black Mountain Elementary is a Title I school wide program. All students are Title I eligible. Professional developments are based on need from teachers' professional growth plan. Professional developments are also scheduled as needs present themselves.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The faculty and staff was included in on the creation of the comprehensive improvement plan (data analysis, testing analysis, and goals/activities). Academic and non-academic data was compiled and included in the comprehensive improvement plan. The comprehensive improvement plan was published online and in our school's main office for stakeholder review. All feedback and suggestions were considered.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://harlan.kyschools.us/schools.html	

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

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	Letters are sent to parents if circumstances such as these present themselves.	

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	Professional development is utilized to meet the Comprehensive School Improvement Plan (CSIP) goals, objectives, and activities. A testing analysis was completed with all faculty and staff. College and career ready is now identified as eighth grade students scoring proficient or distinguished in reading or math on the KPREP. Teachers were made aware of this change when the CSIP was being developed.	

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	All guidelines are followed to meet federal, state, and local laws.	

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	Black Mountain Elementary has special needs para-educators. The para-educators work closely with that child's classroom teacher(s) and special needs teacher to provide modified instruction based on their ability.	

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

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

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Bonnie LeFevers, Principal; SBDM Chairperson

Darlene Steele, Guidance Counselor

Kenny Hughes, Teacher; Comprehensive School Improvement Plan Coordinator; SBDM Teacher Representative/Co-chairperson

Donna Helton, FRYSC Coordinator; grandparent

Patty McCreary, Teacher; grandparent

Crystal Blevins, Teacher

Vivian Lamb, Teacher

Greg Edens, Teacher

Janice Mahan, Teacher

Joy Noe, Teacher; parent

Heather Howard, Teacher; FRYSC board member; Beta sponsor; parent

Niki Mattern, Teacher; parent

Heather Cochran, PTO President; SBDM parent representative; parent

Shannon Hayes, Para-professional; parent

Teresa Witt, Parent

Venessa Kelly, Parent

Tabitha Sage, Parent

Relationship Building

Overall Rating: 3.29

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	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

Black Mountain Elementary School

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

Decision Making

Overall Rating: 2.29

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

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

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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

Learning Opportunities

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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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: 2.0

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

Our stakeholder representation is fairly diverse. We need to identify various community stakeholders that would be willing to serve as a stakeholder on various committees within our school.

Relationship building was our highest objective. We do a really good job welcoming our parents and making them feel wanted within our school.

Communication is an area that we also do fairly well at. We communicate with our parents and stakeholders regarding grades, standards, discipline, and services. We need to continue to reach out to our community partners and involve more businesses within our school.

Decision Making is an objective that we could improve on. Involving more stakeholders in the decision making process would produce more discussion and resolutions to problems within our school. Decision making is important for all stakeholders to be apart of. More parent representation on the SBDM committees is a priority need to address. Decision making communication to all stakeholders should be seamless and clearly presented.

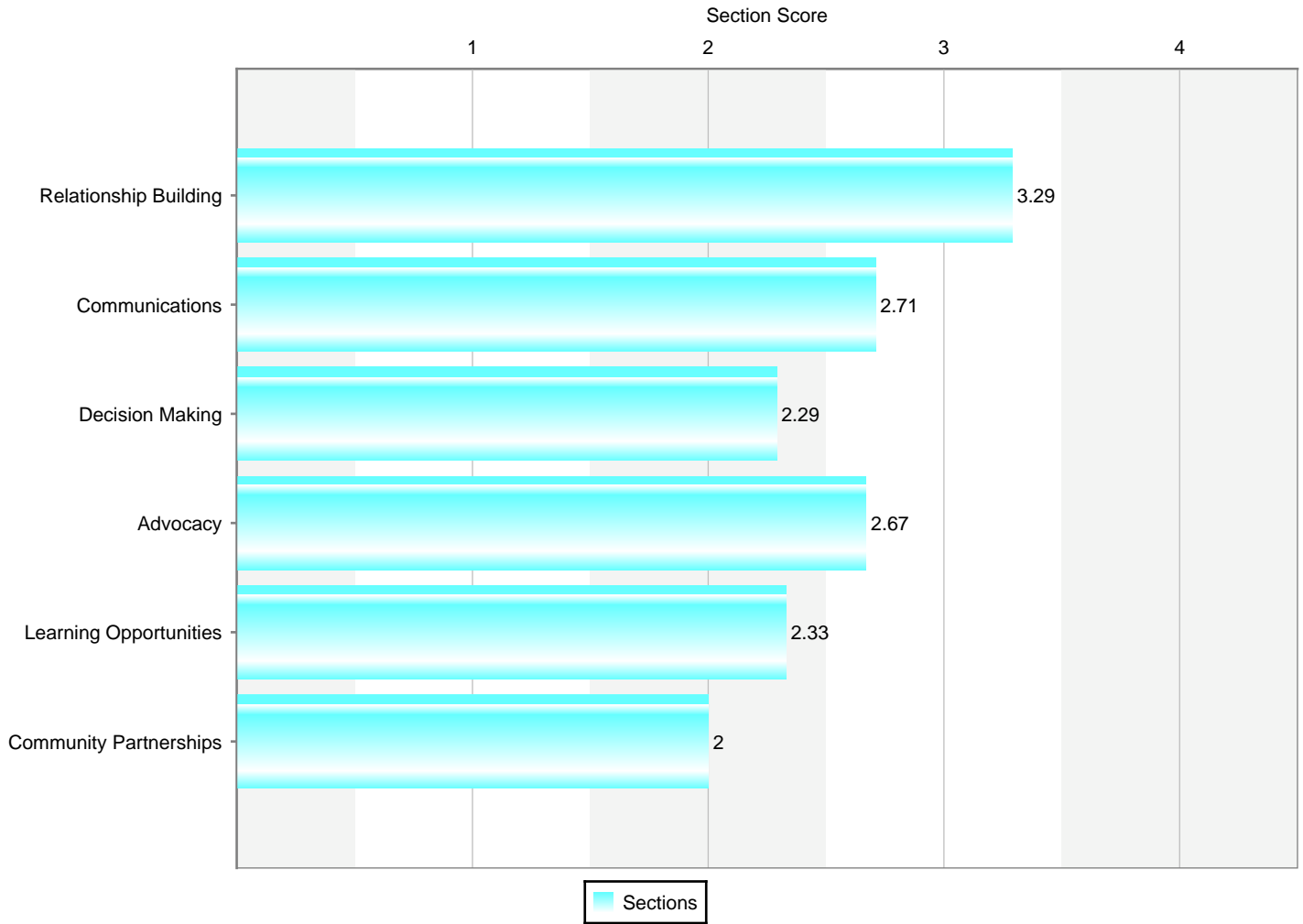
Advocacy is another area that we scored fairly well on. Tracking parent complaints and discussing resolution outcomes was a low area of ours. The SBDM will begin tracking parent complaints and resolution outcomes through the principal. More parent/teacher communication ideas need to be addressed to reach as many stakeholders as possible.

Learning opportunities will be addressed with the help of Donna Helton, FRYSC Coordinator, and community organizations. The FRYSC will provide more learning opportunities for the community stakeholders and the school will publish extended learning opportunities to our stakeholders. Faculty and staff members will communicate learning goals/standards to all school stakeholders.

Community partnerships is our lowest objective. We definitely need to work on our relationships with our community. The FRYSC and school will work with various agencies to increase our community partnership. We will work with the Boys and Girls Club, Cloverfork Clinic, Harlan County Extension Services, and various businesses within our community to meet the needs of our students.

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.

Stakeholders outside of our building are solicited to participate in the improvement planning process. Faculty and staff members are assigned a committee; School Safety, Improvement Plan Stakeholder, The Missing Piece, and KDE Needs Assessment. At the initial CSIP meeting in the fall, members are given their roles and purpose. Members of the committees meet several times to complete the required work. It is their responsibility to communicate committee work and garner input from all stakeholders as they focus on developing a plan to recommend to the school council for final approval.

School Council meetings are held at 3:00 p.m. on the first Tuesday of every month.

Once the final CSIP draft is complete, the plan is published on the school's website and a copy is placed in the school's library for review. Input is welcomed from all stakeholders. Any comments or suggestions are discussed and decided upon by the committee members.

The committees, faculty/staff, and stakeholders review the CSIP throughout the year to add progress notes on the activities.

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

All teachers, along with the principal, library medial specialist, and guidance counselor are a part of the school improvement process and are assigned a committee. Several parents, grandparents, and other stakeholders are part of the various committees for school improvement.

All stakeholders are responsible for analyzing data (achievement, school survey results, and the TELL survey) in order to create a priority list of needs and develop recommendations for strategies and activities to address those priority needs. Once the needs and activities are identified, they are given to Mr. Hughes, Comprehensive School Improvement Plan manager, and he adds the information to the improvement plan.

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

Each committee shares a draft plan with all stakeholders. Stakeholders offer recommendations for revision. Based on their feedback, the plan is discussed and revisions are performed if deemed necessary. The plan is published on our school website and a copy is placed in our school library for review. After the review window has closed, the school council reviews the plan and approves it prior to the KDE submission deadline.

The plan is a working document that is reviewed, revised, and progress monitored throughout the school year. Committees gather to discuss the ongoing working of the plan. Committees share work that is being completed and also work that still needs to be completed to present to SY 2015-2016

all stakeholders.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	The EMP plan was developed and approved by the SBDM. The plan is reviewed annually and given to all the local first responders as well as the fire marshal.	Emergency Management Plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	The policy was first read on September 8, 2015 and adopted on September 15, 2015. The policy is 1.02.	Emergency Management Plan

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	The SBDM Council adopted the EMP on September 15, 2015.	SBDM Minutes for EMP

Label	Assurance	Response	Comment	Attachment
4.	Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?	Yes	The Evarts Police Department, Evarts Fire Department, Kentucky State Police, and the Harlan County Sheriff's Department was provided a copy of the EMP and a copy of the school's floor plan. The floor plan includes room numbers and teachers who are assigned to those rooms.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	The EMP was reviewed and approved by the SBDM Council on September 15, 2015. The EMP is reviewed by the SBDM, principal, and first responders annually to update the plan and make changes.	

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

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	The EMP was given and reviewed with staff on August 3, 2015 from the previous year. The new plan that was revised and approved by the SBDM on September 15, 2015 was given to the staff and reviewed with them to highlight changes that had occurred in the updated plan.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The Evarts Police Department, Evarts Fire Department, Kentucky State Police, and the Harlan County Sheriff's Department was given the plan. Each agency was asked to review the plan and offer areas for improvement.	

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 all areas of the school used for evacuation. Primary routes are noted and the evacuation plan identifies other exits throughout the building.	Fire Evacuation Diagram

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The fire marshal reviewed the safe zones for severe weather on May 7, 2015. The Report of Inspection was marked satisfactory and the school was deemed in compliance on the day of inspection. The fire evacuation diagram includes the safe zones for severe weather and they are posted near all doorways used for evacuation.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Procedures were developed for earthquake drills and are practiced throughout the year. A schedule of drills is developed each year and followed throughout the school year to ensure compliance with local, state, and federal law.	

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All exterior doors are locked at all times during the school day. Visitors must be buzzed into the building through the office. The visitors report to the office and sign-in. If the visitor needs access to the school, the visitor is required to have an identification badge that indicates that they are a visitor. Any staff member seeing a visitor with no identification badge asks that person to report to the office and retain one.	

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All four emergency response drills were completed within the first 30 days of the school year. August 8, 2015 -- Fire Drill August 21, 2015 -- Fire Drill August 28, 2015 -- Earthquake Drill September 3, 2015 -- Tornado Drill September 4, 2015 -- Lockdown Drill	

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	A schedule of drills has been created to ensure that the school is in compliance with all local, state, and federal laws. The schedule ensures that all four emergency response drills occur within the first 30 instructional days beginning January 1, 2016.	

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	Barriers to achieve equitable access to effective educators within the school have been identified. The overwhelming barrier for Harlan County Schools is the poor economy in our predominately coal mining county.	

What are the barriers identified?

The barriers identified include a poor economy, alarmingly high poverty rate, increased unemployment, lack of skilled educators moving into our area, and homeless percentages that continue to rise.

What sources of data were used to determine the barriers?

Needs Assessments, parent and teacher interviews, stakeholder engagement, and various stakeholder surveys.

What are the root causes of those identified barriers?

The poor economy was caused largely by a downturn in the coal mining industry. Since numerous coal mines have closed, many students and their families have had to relocate to find employment. When student numbers are down, staffing must be decreased due to funding. This, in turn, has effected job opportunities county wide.

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

The Professional Growth and Effectiveness System data shows that all teachers who work at Black Mountain Elementary are highly qualified and providing quality instruction to all students in all grades and subject areas. Teachers' Professional Growth Plans show that they are working to improve their skillset to better serve the student body.

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.

Black Mountain Elementary School's procedures for assignment of students ensure that low income and minority students are not assigned to inexperienced or ineffective teachers. Since all teachers are highly qualified, all students have equitable access to high quality instruction by experienced and effective teachers. When class assignments are made, teachers are not aware of the socioeconomic level of students. Our school has a 92.79% free/reduce lunch rate. Due to the fact that our students come from predominately low income families, this data would not be of particular importance during student assignments because most of our school qualifies as low income.

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?

Black Mountain Elementary students come from predominately low income families. With 335 students out of the 361 enrolled (92.79%) students qualifying for free or reduced lunch. This data would not be of particular importance during student assignment. Students are never identified based on income, race, or Limited English Proficiency when class/teacher assignments are made.

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

Black Mountain Elementary, along with all other schools in the Harlan County School District, utilizes the Kentucky Educator Placement Service (KEPS) system to help recruit and fill certified vacancies with highly effective teachers. The school administration and Site Base Decision Making Council analyzes data and uses the analysis to target areas of improvement within the school. Certified positions are posted based on the best interest of the school.

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?

Using the Kentucky Educator Placement Service (KEPS) system, Black Mountain Elementary recruits teachers that are targeted to support the diverse learning needs of minority students and low income students. Currently, Black Mountain Elementary doesn't have any Limited English Proficient students enrolled.

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

KDE Comprehensive School Improvement Plan

Black Mountain Elementary School

Black Mountain Elementary offers various incentives to retain effective teachers. One incentive is the ARI Scholarship/Tuition Assistance Program which was designed to promote teacher effectiveness by increasing the number of highly qualified teachers in regional critical teaching shortage areas. Another incentive is providing leadership opportunities for teachers throughout the district and state. The ARI (Appalachian Renaissance Initiative) is a federally funded initiative that supports technology and effective educators in schools and districts.

As part of the Principal Professional Growth and Effectiveness System (PPGES), administration created a working conditions goal to ensure a positive school culture. Furthermore, the principal works to cultivate collaboration among educators and constantly solicits teacher feedback and input for decision making. This creates a mutual respect and helps retain highly qualified teachers at 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.

Black Mountain Elementary utilizes the Kentucky Teacher Internship Program (KTIP) for first year teachers. KTIP is an internship program designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom. Additionally, Black Mountain Elementary employs the Intern Management System (IMS) during this process. IMS is an electronic system used to collect data on the progress and final result of each teacher in the Kentucky Teacher Internship Program. Teachers within our school that have a temporary provisional teaching certificate is assigned a university based supervisor and also a district based mentor (DBM). The DBM is an experienced teacher who provides assistance to teachers who are seeking a professional teaching license in education. The DBM must observe and conference with their mentee for a total of four hours per semester, or eight per year.

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

Teachers who fail to meet an "accomplished" rating using the Professional Growth and Effectiveness System will attend a conference with the principal. The purpose of the conference is to provide feedback, analyze the results of observations, and examine other information to determine areas for growth within their professional growth plan. Targeted resources are discussed and provided for teachers scoring below the accomplished rating. If the teacher continues to show weakness and is not improving, the principal may place the teacher on a Corrective Action Plan (CAP). The CAP is a result of several observations of an unsatisfactory rating on summative evaluations. Specific assistance and activities are identified and progress is closely monitored. Professional Learning Communities (PLC), administrative support, and district support are also provided to the teacher to ensure they are able to grow and obtain an effective rating on PGES.

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

TELL Kentucky results, at the district level, indicate that teachers feel more collaboration through Professional Learning Communities (PLC) would be beneficial. As a result, the district organized several PLC opportunities (i.e. Common benchmark assessments, and non-traditional instructional planning days) countywide.

Black Mountain Elementary has identified areas of improvement from the TELL Kentucky survey results to address in our school improvement plan. It is our hope that the activities will address the areas of improvement and continue to grow our school culture to promote recruitment, retention, and professional learning.

Questions

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

All goals within our school improvement plan supports equitable access and resources for all students at Black Mountain Elementary.