



Indicator	Improvement Area(s)	Powerful Practice(s)	Next Step(s)
1.1	<p>SMS Communicating with all stakeholders schools purpose and direction.</p>		<p>FES Flemingsburg Elementary’s first next step is to routinize our process for reviewing, revising and communications our school’s purpose. In the spring of 2017, our SBDM will create a policy that requires the annual review, revision and communication of the school’s vision. Flemingsburg Elementary School’s next step is to continue to communicate the vision/purpose of our school with all stakeholders. We are planning to purchase signage to further communicate our vision and are working to ensure all students, staff, parents and school stakeholders have a shared knowledge of the focus of our school.</p> <p>SMS Work in progress to get information out to parents/community members in different modes.</p>
1.2	<p>FCHS The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p>	<p>HES Culture</p> <p>SMS SBDM Council Participation and Minutes</p>	<p>FES Evidence shows only some commitment to instructional practices that include active engagement, a focus on depth of understanding, and the application of knowledge and skills. To improve our current practices, FES is creating and implementing a new observation and lesson plan tracking tool to ensure instructional strategies are being implemented with fidelity in all instructional settings.</p> <p>HES Maintain current positive culture</p>
1.3	<p>FES Flemingsburg Elementary School needs to ensure that all staff members and students are committed to continuous improvement. All teachers should identify goals with their students and post classroom as well as school level goals.</p>	<p>EES Improvement goals are posted in newsletters and online for easy access. Clearly identified improvement goals throughout the building. Clearly identified data profile in newsletters and online to show diverse data (not just KPREP). Teaching and learning updates to SBDM. PLC protocol is strategies and data walls are utilized to track every student’s learning and progress. Data notebooks also encompass academic and nonacademic data to help place</p>	<p>FES Flemingsburg Elementary does not currently have a school-wide approach to measure and monitor the effectiveness of our intervention systems. One of our CSIP goals for this school year is to develop and implement a school-wide protocol for RTI by the fall of 2017. Flemingsburg is working closely with our Novice Reduction coach to develop and implement a school-wide intervention plan. We took the first step to developing an RTI system by visiting a similar school and observing their intervention practices. A follow-up meeting to discuss the findings and how they may fit in our school is scheduled for February 2017.</p>



		students in appropriate pathways to success. SMS Continuous School Improvement Plan, PDSA Processes throughout the building, Student Learning Communities	
1.4			
2.1		SMS Admin Team Meetings; Cougar Council; SBDM Council and Policies; Committee Minutes and Work	
2.2			FES We need to ensure that what we do as a SBDM trickles down into our classrooms in order to have an impact on individual student learning. Currently, there is little evidence to support that SBDM decisions directly impact students. However, SBDM policies are being revised in the 2016-17 school year, and we are beginning to share new SBDM policies with FES staff. Communication and shared ownership of the SBDM policies and practices will promote effective instruction, give direction to professional learning, and ensure effective daily operations of the school.
2.3			
2.4			
2.5	SMS Communicating with Stakeholders effectively in support of the schools purpose and direction		FES Flemingsburg Elementary School is in the beginning stages of providing opportunities for stakeholders to shape decisions. Flemingsburg is planning to develop a principal's council to enhance stakeholder input and cultivate a culture of shared decision-making throughout the school year. SMS Working with stakeholders in groups currently to establish collaboration between instructional teams and parents
2.6			
3.1		SMS PLC Protocol and Process;	



<p>3.2</p>		<p>ELEOT Data PLCs; PDSA Process</p> <p>HES Adjustment of curriculum, instruction and assessment based on student data</p> <p>SMS PDSA Process; Long Range Plans; Unit Plans; Student Learning Communities; PLC Protocol and Process</p> <p>WES Through the PLC process teachers and administrator monitor student achievement through data analyzes and comparison. Curriculum and instruction are monitored through weekly meetings, prompting a shift in instructional strategies, resources, and student placement for intervention. Students track their own data utilizing hallway/classroom displays or data notebooks. Students can articulate their data results to parents and teachers when needed.</p>	<p>HES Maintain the process of adjusting instruction and assessment based on student data</p> <p>WES Teachers at Ward do a thorough job of analyzing test data. Item by item analysis is completed on Benchmark tests to identify specific standards that students are not meeting. MAP analysis gives of data on student growth, what students are we moving. Formative and Summative data in the classroom setting is tracked by the teacher and/or student for goal setting purposes or individual attainment.</p>
<p>3.3</p>	<p>FCHS Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>FES 3.3 is an improvement priority for the 2015-16 school year. Although we work diligently through school-wide PLCs and grade level PLCs to increase the regularity of the use of sound instructional strategies, this is still an area of improvement for our school. Some teachers use instructional strategies that require</p>	<p>HES Student Engagement</p> <p>SMS ELEOT Data PLCs; Kagan Strategies Faculty Meetings</p>	<p>HES Maintain and continue to find instructional strategies that increase student engagement.</p>



	student collaboration, self-reflection and development of critical thinking skills. This is a focus area that we realize will take some time before we see considerable improvement.		
3.4		<p>HES Leaders monitor improvement of instructional practices</p> <p>SMS Teacher Focus Groups; New Teacher Induction; ELEOT Walkthrough Data; Cougars of Distinction</p>	HES Maintain process for monitoring instructional practices
3.5	<p>FES While Flemingsburg is making gains with the effectiveness of our PLCs, we are not fully satisfied with the improvement in student achievement we are currently seeing. FES developed a PLC protocol in the Fall of 2016, and PLCs are used to operating with the protocol. However, for PLCs to be most effective, Flemingsburg would benefit from observing other elementary school PLCs and moving toward teachers leading PLC discussions and work sessions.</p>	<p>EES The school's PLC process leads to systematic improvement of instruction and student learning. Teachers and principal follow a protocol and meet weekly to examine student data a make adjustments.</p> <p>HES Teacher participation in collaborative learning communities</p> <p>SMS PLC Protocol and Process; Teacher Focus Groups</p>	HES Maintain and ensure all teachers are participating in weekly PLCs
3.6	<p>FCHS Teachers implement the school's instructional process in support of student learning.</p> <p>FES The school's internal 2016-17 diagnostic review indicated that most teachers use an instructional process that informs student learning expectations and standards of performance. Exemplars are sometimes used in classrooms,</p>	<p>HES All teachers use an instructional process to inform student learning, exemplars used as models</p>	<p>FES Flemingsburg Elementary School has already initiating our next steps. School-wide PLCs have offered several strategies for the implementation of exemplars. FES' leadership team developed a walk-through document that is used in conjunction with the ELEOT observation tool. This document looks for the use of exemplars and the type of feedback being offered to students. FES spent one afterschool PLC learning about the different types of feedback and how to implement each type in the classroom. Friday emails to staff detail the percentages of classrooms using exemplars during visits and the percentage of each</p>

Fleming County Schools

Indicator Identification Process



	students are receiving general feedback about their learning, and some teachers are using multiple measures to inform the ongoing modification of instruction.		type of feedback that is provided. Flemingsburg adjusts the walk-through document as our instructional needs and focus areas change. HES Better utilize feedback to move students forward.
3.7	HES Mentoring, coaching programs that support teaching and learning	SMS Teacher Focus Groups	FES Evidence suggests there is a need to reach out to ALL school personnel and include support staff/instructional assistants within the building regarding the school's values and beliefs about teaching and learning. HES Create a document of things new staff may need to know about our school.
3.8	SMS Parent and Community Engagement	HES Programs engage families in meaningful ways, regularly inform families of child's learning. WES Ward hosts Data nights three times a year at which time students inform their parents of their data. The school utilizes Bright Arrow, Facebook, Infinite Campus, the school web page and Remind as communication devices to keep families informed. Various school events are held throughout the year to enhance parent involvement. Individual conferences are held upon request by teacher or parent. Recent parent surveys indicate a strong agreement of 4.25 of administrators and teachers monitoring and informing parents of the child's learning progress.	EES Data Nights/Parent Universities will be held for parents quarterly to engage families in meaningful conversations centered on student learning and progress. FES This indicator is an improvement priority of the 2016-17 school year. While Flemingsburg has initiated many programs and opportunities to engage families in their children's education, we are beginning a volunteer focus group with third grade teachers to further strengthen our school-to-home connections. HES Continue with good communication with families. Encourage volunteers. SMS Work in progress, parents involvement meetings scheduled, communication made priority WES In this modern age we continue to look for ways to enhance our communication and relationships with families. The use of technology has increased that process tremendously as many parents are busy and find it difficult to have face to face meetings.
3.9	FES 3.9 is an improvement priority for the 2016-17 school year. FES developed an advocacy plan in which	EES 5 th Quarter Advocacy Program- Every student has been assigned an adult advocate who meets formally	FES Our first next step is already completed. Flemingsburg identified students that need more than a once-a-week check in with their advocate. All SOS advocates received a



	<p>all students are well known by at least one adult advocate in the building. Our program, SOS, requires that advocacy groups meet formally at least once per month.</p> <p>HES School needs to design and implement the plan they have where each student is well known by at least one adult advocate</p>	<p>on a monthly basis. In addition, adult advocates meet informally with their students.</p> <p>SMS Cougar Coach Program</p> <p>WES Camp Ward advocacy program creates long-term positive relationships and provides regular interaction between adults and the students in their groups. Activities are student-centered. All students are engaged in this process. All staff (including classified, cooks, nurse, etc.) participate.</p>	<p>list of the students in their group that fit this criteria. Students were identified by looking at two sets of academic data, attendance reports, and behavior occurrences. SOS advocates are meeting with these students at least twice per week. Flemingsburg needs to consider data that would reveal the effectiveness of our current program. Our next steps need to be pulling attendance, behavior, and academic reports for all students to look for trends that show our advocacy plan is working.</p> <p>HES Work on PAW's program and implement on a regular basis</p> <p>SMS Cougar Coach Program is still in infancy, but has been powerful for students</p> <p>WES Our goal is to continue this process each year. Students will remain with employee throughout their elementary years with new students added to groups upon entry</p>
<p>3.10</p>		<p>HES Common grading aligned to district policy</p>	<p>HES Continue using policy and record grades in IC in a timely manner.</p>
<p>3.11</p>			
<p>3.12</p>	<p>WES At Ward we do provide special education services, gifted services, and second language instruction. This is a current goal to meet the individual needs of our students.</p>		<p>EES The school will develop a plan for learning support services as well as identify the student population served by these services. Gifted and Talented teacher will work with identified students to meet their unique learning needs twice a week. Provide staff with professional learning opportunities in the area of multiple intelligence and providing unique learning opportunities for all students.</p> <p>WES We have continued to focus on the needs of the individual academic needs of our students. More referrals are being made by teachers to provide the support that our students need. We are looking at resources that are available that can be purchased to meet those needs.</p>



4.1	HES Policies and procedures are in review process and support staff are sufficient in number		HES Need to either have another person or to divide the support time equally across the grades. Make sure everyone is aware of the process.
4.2			
4.3			
4.4			
4.5			
4.6			EES Develop a data base to provide support and monitor that the institution is meeting the physical, social and emotional needs of the student population. Develop more support services with FRYSC and counseling to provide a wide variety of services (ex. Anger management, bullying, character education, etc.)
4.7			FES Flemingsburg doesn't have a plan to measure the effectiveness of the programs in place. We need to work on a means to evaluate our programs and then determine next steps for improvement.
4.8			

Indicator	Improvement Area(s)	Powerful Practice(s)	Next Step(s)
5.1		HES Everyone maintains a clear assessment system.	HES Keep up with all our assessment and data.
5.2	WES All teachers and certified support staff are trained in data analysis. We currently do not provide training for our support staff who work directly with students.	EES Kindergarten aide participants fully in PLC process and the analysis of data for continuous improvement. SMS PLC Protocol	EES Look for ways to involve other instructional aides (especially those involved in classroom instruction or intervention). In the PLC process and the collection and analysis of student data. WES As a school/district to provide training to our support staff, to include para educators who work directly with students on the interpretation and use of test data from various assessments. This will provide an opportunity for those individuals to engage in conversations with certified staff on student learning.
5.3	HES Staff need training in evaluation, interpretation of data		FES Certified staff members are currently trained in the evaluation, interpretation and use of data. Our classified staff members have not received learning opportunities



			<p>specific to data use. Flemingsburg Elementary School recognizes this is an area that needs to be addressed.</p> <p>HES Make sure all staff know how to look at and interpret student data.</p>
5.4		<p>FES Flemingsburg Elementary School engages in a continuous improvement process to determine verifiable improvement in student learning, including readiness and success at the next level. Flemingsburg Elementary has a protocol in place for the analysis of benchmark reading and math data. Flemingsburg uses our process to determine improvement in student learning and to determine the needed next steps. This protocol is used during all discussion of student benchmark data.</p> <p>SMS Previous Year Achievement Scores</p>	
5.5	SMS Communication		