

Heritage Elementary School
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SBDM Policy Manual

Johnna M. Black, Principal

STUDENT LEARNING CURRICULUM AND INSTRUCTION

Principals' Communications

Principals may use the following explanations and annotations when explaining school expectations:

1. Curriculum

- *Aligned Curriculum*
SCPS Curriculum is aligned with the Combined Curriculum Document which includes Academic Expectations, Core Content 4.1 and the Program of Studies. Every teacher has a copy of his/her content. Full copies are available in each building and on the KDE website.

Curriculum Maps are revised as needed by grade level representatives and the SCPS student achievement division.

Instructional Units are to be used for all content areas. A unit framework is available on the SCPS web site through SharePoint. Teachers work together to revise unit plans using the PLC process which includes unpacking standards, writing congruent assessments, and designing learning activities at the correct DOK level.

- *Literacy Instruction (K-5)*
Incorporates writing, shared reading, guided reading, word work and self-selected reading. Literacy instruction includes a research based approach with interventions for struggling readers and writers. Unit plans also incorporate enrichment and extensions for above grade level readers and writers.
- *Struggling Readers*
Students reading below grade level are to have an additional 30 minutes of instruction every day, provided by the classroom teacher using a research based model. Interventions can also be provided by the Title I teacher, Read to Achieve teacher, ESS assistants and special education teachers.
- *Three (3) types of writing in every classroom*
There will be 3 types of writing used in every classroom: writing to learn (journals, summaries, notes), writing to demonstrate learning (open-response), and authentic writing (portfolio).
- *Research-based programs in mathematics*
Heritage Elementary School is fully implementing a research based mathematics program and providing an additional 30 minutes of intervention/enrichment time for all students.

2. Instruction

- *Research-based strategies*
The strategies researched by Marzano are included in our instructional practices along with strategies outlined in *Best Practices*. We incorporate strategies from brain research, differentiation, and other research areas.
- *Rigorous and engaging work for students*

Instructional tasks are authentic and directly tied to the SCPS curriculum. They address Bloom's higher levels of thinking, are congruent with the identified DOK level and emphasize multiple intelligences.

- *Meeting the needs of individual students*
Teachers shall differentiate instruction based on the academic, behavioral, and social needs of individual students. Tools for differentiation include individual literacy plans, IEP's, 504 Plans, gifted service plans, and behavioral contracts.

3. Assessment

- *Authentic, varied, frequent*
Teachers shall use KCCT like assessments, as developmentally appropriate, as well as daily formative assessments which include student work, exit slips, turning point assessment, pre and post tests and performance tasks, to continually assess student understanding.
- *Open-response Questions*
Teachers utilize the I Do, We Do or You Do format to practice and respond to ORQs. Students practice the Do E 3 organizational method to plan out their response to ORQs.
- *Coaching to Proficiency*
When students do not score Proficient on an ORQ, they shall be coached to improve.
- *Analysis of Student Work*
All teachers analyze student work through our PLC/Eagle-Rama process. They use the results of the analysis sessions to design instruction and plan for intervention/enrichment flexible groups.

4. Learning Environment

- *Building positive relationships and having high expectations for every student and staff member*
The joint focus of the district and all schools is on making every student and staff member successful. Therefore, the goal is to build positive relationships and to display characteristics of an organization with high expectations: positive attitudes, a belief in effort, strong communication, continuous improvement, team problem-solving, and professional dress. We accomplish this task by focusing on 5 main things: Curriculum Alignment, Instructional Norms, Interventions, Focus on a Professional Learning Community (PLC), and Enrichment
- *Frequent monitoring of student progress*
Heritage Elementary School is dedicated to the frequent monitoring of student progress and the constant adjustment of instruction to meet the needs of individual students. Examples: Pre-Tests and Post-Tests, Exit Slips, Turning Point Assessments, Performance Checks, End of Unit Assessments, DRA, Running Records, PAST Testing, SAFE Talk, KidTalk, grade and attendance analysis. Emphasis is not on collecting/reporting data, but making adjustments based on student results.
- *Safe, orderly, positive environment*
Heritage Elementary School has clearly defined and communicated procedures and a discipline plan through the KYCID process. Students are to be protected from physical or psychological threats. Safe school audits may be used to generate needs and address issues.

- *Parent and community engagement*
Heritage Elementary School has clearly defined and communicated a plan for involving parents at various levels of commitment, from reading to their own child to volunteering in our school on a regular basis. Every teacher or team provides a newsletter, and every classroom follows a strategy for regularly reporting to parents on classroom activities and student progress. Community members are regularly invited to share expertise and input with students and staff.

Initial Council Approval: August 16, 2005

Revision Date: March 17, 2009

HERITAGE ELEMENTARY SCHOOL

STANDARD 1: CURRICULUM POLICY

CURRICULUM

CURRICULUM ADOPTION

Heritage Elementary School will implement the Shelby County Public Schools curriculum as adopted by the SCPS Board of Education. Implementation of the SCPS curriculum is based upon the beliefs that it:

1. Is aligned with the KDE Combined Curriculum Document and other standards documents as appropriate.
2. Provides specific links to continuing education, life and career options.
3. Provides access to a common academic core for all students.
4. Coordinates with SCPS curriculum maps.

TEACHER IMPLEMENTATION

All teachers will:

1. Make curriculum standards and expectations available for students and parents.
2. Post and reference daily objectives, goals or essential questions for students in all classrooms.
3. Maintain a copy of the relevant curriculum with instructional (unit and lesson) plans.
4. Use the SCPS Curriculum Map and the KDE Combined Curriculum Document to unpack standards, design appropriate and congruent assessments, and create learning activities to meet the needs of students.
5. Note reflections as they proceed through curriculum and share reflections with school and district committees as requested.
6. Use research based instruction and programs for the teaching of language arts and mathematics including tiers of interventions.
7. Use three types of writing in every classroom. Writing to learn (journals, logs, summaries, notes, etc.), writing to demonstrate learning (open-response), and authentic writing.

The Academic Performance Committee will meet to review/analyze teacher curriculum reflections and provide feedback to the Heritage SBDM Council.

CURRICULUM REVISIONS

Subsequent amendments to the curriculum by the SCPS Board of Education shall become effective immediately when adopted by the District. The school Council will consider curriculum revisions in addition to and consistent with district revisions when:

1. The school planning process identifies a need for adjustments.
2. Other schools in the district identify needed changes in their curriculum that could alter vertical articulation or alignment resulting in gaps, overlaps or redundancy.
3. Sufficient evidence is presented to the Council that warrants consideration of revision.

TRANSITION ACTIVITY PLANS

Students may face special challenges as they transition from:

1. Preschool to primary classrooms or initial school enrollment.
2. Primary to intermediate levels.
3. Elementary to middle school.

EVALUATION

The Learning Environment Committee shall, with the assistance of the school guidance counselor, meet each year to review the school plan of transition activities and report its' findings to the Council. Based upon the results/recommendations, the Council will determine appropriate action.

A minimum of one vertical team meeting will be conducted each year to support effective academic and social alignment and transitions. The initial vertical meeting will occur in the fall to analyze and discuss state assessment results.

The school guidance counselor and 5th grade teachers shall visit annually with middle school staff and students to promote successful transitions to the middle school.

Legal References: KRS 160.345(2)(i) 1; KRS 160.345(2)(g)

Transition issues are within Council responsibilities – KRS.160.345(2)(i)3

SISI References: Listed in Appendix A

Initial Council Approval: August 16, 2005

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HERITAGE ELEMENTARY SCHOOL

STANDARD 2: ASSESSMENT

CLASSROOM ASSESSMENT POLICY

ASSESSMENT

In each content area taught, for each instructional unit, students shall complete a variety of rigorous assessments to demonstrate their learning and provide for teacher monitoring of progress. Those assessments shall consist of formative assessments and summative assessments in addition to being aligned with the school's curriculum documents and Kentucky's standards for novice, apprentice, proficient, and distinguished performance. These assessments will:

Use clearly defined criteria, which is shared with students, to model proficient work.

Reflect the appropriate levels of difficulty for the ages and developmental stages of learners.

Be part of the regular learning process, include coaching students to proficiency and assessment accommodations for individual students shall be in compliance with Individual Education Plans (IEP), 504 Plans, English Language Learner Plans (ELL).

Include authentic and varied assessments

Include multiple choice and open-response questions using district-wide strategies for coaching to proficiency, on-demand responses and analysis of student work.

Include opportunities for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles and intelligences.

Be supported by examples of student work.

Meet school and district assessment administration and reporting expectations.

EVALUATION OF PERFORMANCE

At the end of each grading period, based around on-going assessments and observations, each teacher shall report an evaluation of each student's performance level in each content area taught, based upon the criteria of the district reporting tool for primary and intermediate grades. Report cards will be sent to parents every nine weeks consistent with the reporting schedule determined by the district schedule.

INTERIM REPORTING OF PERFORMANCE LEVELS

Interim progress reports shall be sent to parents during each nine week grading period consistent with the reporting schedule determined by the district.

School and district student achievement data will be reported to parents in a timely manner as determined in accordance with then current federal, state and district guidelines and shall include at least the following information:

1. School Title I Annual Yearly Performance Progress
2. School Kentucky Assessment Results Data
3. Other information as determined by the federal, state, and district guidelines.

EVALUATION OF POLICY

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. Analyzing the data will enable the school to evaluate policy effectiveness.

Initial Council Approval : August 16, 2005

Revision Date: April 13, 2010

HERITAGE ELEMENTARY

STANDARD 2: ASSESSMENT

STATE ASSESSMENT PROGRAM POLICY

ASSESSMENT METHODS

Each state mandated assessment shall be conducted according to statutes, regulations, and official state guidance, and in compliance with local board policy.

Assessment accommodations for individual students shall be in compliance with federal, state and district policies and procedures in accordance with IEPs, 504 Plans, and ELL Plans.

Every teacher will implement an assessment plan in accordance with principal/district guidelines.

TEACHER UNDERSTANDING

The principal shall ensure that:

1. Each new staff member has an appropriate understanding of assessment practices, arranging training and other learning opportunities as needed and also as recommended by the district coordinator.
2. All staff members are briefed on assessment changes in a faculty meeting or other training session, as recommended by the district assessment coordinator.
3. All staff members are informed and have access to all written material from the district assessment coordinator and the Kentucky Department of Education regarding assessment procedures.
4. All teachers, building assessment coordinator and other appropriate staff members, sign the State Code of Ethics for the Assessment Program.

PARENT/LEGAL GUARDIAN UNDERSTANDING

Parents/legal guardians shall receive accurate, clear and useful information on the state assessment program through public meeting, open house, or material sent home with students (newsletter, letter from the principal, or copies of publications for parents/legal guardians from the Kentucky Department of Education).

STUDENT UNDERSTANDING

Teachers shall ensure that all students:

1. Know what content areas will be assessed and the methods of assessment to be used.
2. Have adequate opportunities to practice answering open-response questions and using appropriate strategies.
3. Have adequate opportunities to practice answering multiple choice questions and using appropriate strategies.
4. Have adequate opportunities to practice answering on-demand prompts according to the scoring methods used for those prompts.

EVALUATION

The School Improvement Planning process includes a regular cycle for reviewing data on student performance and data on school alignment with Kentucky's Standards and Indicators for School Improvement. Analysis of that data will determine the effectiveness of school assessment and assessment preparation.

Initial Council Approval: August 16, 2005
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HERITAGE ELEMENTARY

STANDARD 2: ASSESSMENT

EXTENDED SCHOOL SERVICES POLICY

ESS PLAN

Extended School Services funding is provided through the Kentucky Department of Education to allow schools to operate a program for students having short-term or long-term academic difficulties. Each school's program should be designed to be an aggressive, proactive program which seeks to diminish academic problems before they become recurring problems for the student.

Each year the principal will work with the instructional leadership team to review school student achievement data, school surveys to gather information and determine through a needs analysis process, priorities for the school ESS program. The principal or designee will then develop the school ESS Plan for consideration by the Heritage SBDM Council. The plan shall be developed in accordance with District timelines. The council will consider the committee's recommendations and discuss options for the school. Upon council approval, parents will be informed about the ESS program and its availability to students. This information will go home to parents via the school newsletter and be posted on the school website as soon as the ESS funding and plan have been approved for each school year.

IDENTIFICATION

Using on-going assessments and other observations of student work, teachers shall identify students whom they recommend for participation in the school ESS program. Students may also be recommended for participation in ESS by parents and other school staff members.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on school alignment with Kentucky's Standards and Indicators for School Improvement. Each year, the principal or designee will be responsible for compiling and presenting an annual review and data analysis that will reflect the effectiveness and efficiency of the ESS program that year. The report to the SBDM Council will be presented in May. The principal or designee will also enter data into the district's student data management system so student progress information is available to the district and state.

Initial Council Approval: August 16, 2005

Revision: April 13, 2010

LEGAL REFERENCES:

KRS 160.345(2)(i)1; KRS 160.345(2)(i)6 ; KRS 158.070(7)

SISI REFERENCES: Listed in Appendix A

HERITAGE ELEMENTARY SCHOOL

STANDARD 2: ASSESSMENT

RECOGNITION OF ACHIEVEMENT POLICY

IDENTIFICATION

Using on-going assessments and other analysis of student work, teachers shall identify students who:

1. Were previously working at the novice level in a content area and have moved to the apprentice level in that content area.
2. Were previously working at the apprentice level in a content area and have moved to the proficient level in that content area.
3. Were previously working at a proficient level in a content area and have moved to the distinguished level in that content area.
4. Were identified by their classroom teacher as having demonstrated exceptional classroom effort in assessment and performance.

RECOGNITION

The principal shall arrange some form of celebration of each identified student's progress which may include:

1. A letter to the student and the student's parents/guardians.
2. A presentation at a school meeting or school assembly.
3. A small gift or token.
4. A celebration event at the school.
5. A display of work on the standards based bulletin board.
6. Any other method that shows that the student's achievement is valued by the school.

Additional recognition programs may be implemented upon approval of the principal.

EVALUATION

The Comprehensive School Improvement Planning process includes a regular cycle of reviewing data on student progress and data on the school alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing this data, the school will be able to determine the effectiveness of this policy and revisions as implemented and needed.

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HERITAGE ELEMENTARY

STANDARD 3: INSTRUCTION

CLASSROOM INSTRUCTIONAL PRACTICES POLICY

CLASSROOM INSTRUCTIONAL PRACTICES

All instructional practices shall be aligned with the Shelby County Public Schools district initiatives known as “The Five Main Things”, the curriculum map, and the school curriculum policy. (Policy 08.2). The Five Main Things are: Curriculum Alignment, Instructional Norms, Interventions, Focus on Professional Learning Communities (PLC), and Enrichment.

On a regular basis in each class, each teacher will:

- Use varied, student-centered, and research-based instructional strategies.
- Address various learning styles and the multiple intelligences.
- Apply findings from qualified, acceptable, and educationally research-based information about brain research.
- Use activities that are rigorous, engaging, and involve students in higher-order thinking and problem-solving skills.
- Make connections across the curriculum.
- Assign tasks similar to those used for state and local assessments.
- Provide opportunities for students to connect their learning to real-life experiences.
- Adjust instruction to respond to the diversity of students including their cultural background, learning style, and any disability/special gift and talent identified in an Individual Education Plan, 504 Plans, or ELL Plan.
- Use technology for appropriate and varied learning activities.
- Use instructional resources that are developmentally appropriate for the students.

RESOLUTION OF INSTRUCTIONAL PRACTICES ISSUES

Questions or concerns regarding school instructional practices should be directed to the principal. If issues are not able to be resolved with the principal, individuals may present concerns to the school council through a request to be on the agenda for a meeting as outlined in the Council By-Laws.

COLLABORATION ON CLASSROOM INSTRUCTION

At least once each week, each teacher will participate in a meeting with two or more other teachers (team meeting, grade level meeting, Safe Talk, Kid Talk, vertical team meeting, analysis of student work, or others as approved by the principal) to:

1. Review the instructional strategies for the previous week/topic/issue/unit/semester.
2. Discuss instructional success and challenges.
3. Share possible instructional solutions to challenges.
4. Identify instructional areas needing development/resources.
5. Other appropriate topics relevant to increasing student achievement.

EVALUATION

The Comprehensive School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky’s Standards and Indicators for School Improvement. By analyzing data, we will be able to tell how well this policy is being implemented and if it is having a positive impact on student learning.

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HERITAGE ELEMENTARY SCHOOL

STANDARD 3: INSTRUCTION

HOMEWORK POLICY

PURPOSE

Homework is a valuable way to increase students' opportunities to learn. It can provide added opportunity to practice new skills, engage new information, and explore topics using varied learning styles and interests. Homework for students at Heritage must meet the following guidelines as teachers will:

1. Provide parents/legal guardians and students with a homework plan/ guidelines that will be followed consistently throughout the year.
2. Give homework that extends student learning on classroom topics.
3. Provide student choice within homework assignments.
4. Give students timely feedback on all their homework.
5. Provide instructional follow-up on all homework as needed.
6. Make sure that students understand and can explain how their homework assignments relate to what they are learning in class.
7. Keep a record of homework assignments with their lesson plans.
8. Follow National PTA and NEA recommendations of a maximum of 20 minutes per day for primary students and a maximum of 40 minutes per day for intermediate students.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and habits of individual students. Students in the primary program will not be given letter grades for homework.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

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HERITAGEE ELEMENTARY STANDARD 3: INSTRUCTION PRIMARY PROGRAM POLICY

ORGANIZATION OF THE PRIMARY PROGRAM

Prior to entrance to the fourth grade, all students will participate in the primary program.

Each primary student will be taught by a teacher who will collaborate with other teachers of his/her team. The purpose is to ensure that each child makes progress each week in mastering Kentucky's Core content and that instruction is consistent at each grade/level.

Each teaching team will:

1. Use research-based teaching strategies that work for children this age.
2. Assess each child's progress by analyzing actual student work and maintaining an orderly record of skills mastered and areas needing further work.
3. Communicate with each child's parents/legal guardians at least four times each year to show parents/legal guardians the kinds of work the child is able to do and to discuss steps to help the child make further progress.
4. During each school week, teaching teams may organize their students in a variety of large and small groups for different kinds of learning activities as presented to and pre-approved, in writing, by the principal.

EXIT FROM PRIMARY: GUIDELINE

Students will remain in the primary program until they are ready for fourth grade work.

EXIT FROM PRIMARY- FIFTH YEAR OPTION

It is the Council's intention that when a fifth year option is exercised for a student to complete the primary program, that student's parents/legal guardians will be active partners in planning with the school to ensure that the student's full needs are well addressed.

By the second semester Parent/Teacher Conference, teachers will review their students' performance to identify those who appear likely to be ready for fourth grade at the end of the year. They will then identify those students who are in their fourth or a later year of primary and do not appear likely to be ready. The Heritage Elementary School Fifth Year Primary Process Conference Timeline form will be initiated at the second semester Parent-Teacher Conference. The timelines of the form are to be followed

The parents/legal guardians of each such student will be invited to meet with those teachers to discuss the student's readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of interventions.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal or principal's designee will determine what steps will be taken. These steps will be completed by March 15. Once a plan is adopted, the teacher will communicate progress to the parents/legal guardians. The April 15 and May 15 conference dates of the school Fifth Year Primary Process form will be met. Upon completion of that process, a Fifth Year Primary Plan will be completed for the student and will be implemented the following school year.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

Initial Council Approval: August 16, 2005

Revision:

LEGAL REFERENCES: KRS 160.345(2)(i)6; KRS 158.031(1); KRS 158.031(3);
KRS 158.031(4); KRS 158.031(5)

SISI REFERENCES: Listed in Appendix A

HERITAGE ELEMENTARY SCHOOL

STANDARD 3: INSTRUCTION

WELLNESS POLICY

PURPOSE

In compliance with SB 172, all students will participate in moderate to vigorous physical activity every day, as follows:

1. Each student shall engage in at least 10 minutes of planned moderate to vigorous physical activity each day.
2. The 10 minutes shall be referred to as Gross Motor Skills (GMS) development and shall occur during the scheduled recess time each day and shall also be documented in teacher daily lesson plans/schedules.
3. Each student shall participate in physical education class once per week (unless excuse is approved by the principal).
4. Teachers shall make all reasonable efforts to avoid periods of time of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities.
5. Students shall not be deprived of gross motor skills development as a consequence for behavior or academic performance.
6. Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

The school shall assess students' level of physical activity at least once per year. The council shall select an assessment tool and shall develop a schedule for completing that assessment.

The school shall encourage healthy choices among students by:

1. Implementing the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverage available during the school day.
2. The Practical Living, PE, and Guidance curriculum shall address the full Core Content, to address health, consumerism and physical education.
3. The rest of the curriculum shall reflect integrated attention to wellness, including connections to Science, Social Studies, and other content as appropriate.

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law and local board policy. The principal shall share this policy with the Kentucky Department of Education as requested.

LEGAL REFERENCE: KRS 160.345; SB 172.

Initial Council Approval: August 16, 2005

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HERITAGE ELEMENTARY SCHOOL

STANDARD 3: INSTRUCTION

RETENTION IN A GRADE POLICY

IDENTIFICATION

In January, teachers will review their students' performance to identify any students who may be at risk of needing to be retained in a grade, and will notify the principal (or the principal's designee). This policy only applies to students in fourth grade or above, as retention is not appropriate in the primary program. If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal (or principal's designee) and begin the processes described below.

INTERVENTION

The principal (or principal's designee) and the student's teacher will meet with the parents, the counselor, and other appropriate adults. The purpose of the meeting will be to develop a consensus plan of steps to help the student retention, which may include any combination of the following strategies:

1. Extended School Services.
2. Other forms of tutoring.
3. Computer-based learning.
4. Special strategies in the regular classroom.
5. Special strategies for work at home.
6. Any approach that appears likely to assist that student to succeed.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal (or principal's designee) will determine what steps will be taken. This plan will be finalized by the end of February.

Once a plan is adopted, the principal (or principal's designee) will designate a teacher to communicate with the parent at least once every three weeks about how the plan is working.

RETENTION DECISION

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students will need to be retained in the grade.

In May, the principal (or principal's designee) will:

1. Review each recommendation
2. Consult the relevant teacher about any concerns. This consultation is not needed if the principal (or principal's designee) is fully in agreement with the recommendation.
3. Notify the student's parents that retention has been recommended and of the process below.

ADDITIONAL INTERVENTION

Also in May, the principal (or principal's designee) will hold a meeting to develop a consensus plan of steps to ensure that the student succeeds during the next school year. The teachers responsible for that grade, the parents, and any other staff the principal (or principal's designee) considers relevant will be invited to the meeting. The resulting plan may include any combination of the strategies listed above and may also include:

1. Summer Extended School Services.
2. Special strategies in the regular classroom for the current year.
3. Special strategies for the student's work while continuing in the same grade for all or part of the next year.

4. Special strategies for the student's work while moving to the next grade for the next year.

EVALUATION

The Comprehensive School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on the school alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, the school will be able to determine the effectiveness and impact of the policy and if revisions are needed.

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HERITAGE ELEMENTARY SCHOOL

STANDARD 3: INSTRUCTION

WRITING AND WRITING PORTFOLIO POLICY

USE OF WRITING

Each student will use writing as a way to learn throughout the year, including completing at least three writing pieces using the full writing process each semester. Teachers will make appropriate accommodations for beginning writers as to what is accepted as a written piece, but will expect some type of work on paper from each student.

Each teacher's writing assignments under this policy shall:

1. Increase student understanding of the curriculum being taught at that time.
2. Use content area readings of the same type in conjunction with the assignment.
3. Include appropriate prewriting activities.
4. Include submission of first draft.
5. Provide students with feedback through conferencing.
6. Include student revisions of the draft.
7. Include editing the draft.
8. Include a thoughtful decision about what, if any, publication will be used to complete the writing process.

Students will have the options of using word processing or submitting required pieces in their own handwriting.

Conferencing will focus on one or two areas of need, addressing patterns of errors or problems that occur frequently.

WRITING FOLDERS AND PORTFOLIOS

Teachers will maintain a complete folder of the required writing pieces done by the students in their homeroom, including those from past years, and any additional pieces students volunteer to be added to the folder. Teachers will turn in their folders to the principal (or the principal's designee) at the end of each year when they submit final grades or progress reports. The principal (or principal's designee) will ensure that each folder is passed on to the next homeroom teacher.

In fourth grade, students will review the file of their work and select pieces for final improvement and inclusion in the portfolio that is considered for the state's assessment program. Teachers will ensure that every student has adult and peer feedback, classroom time, and access to word processing equipment to complete those revisions.

ONGOING IMPROVEMENT IN WRITING

The school will pursue continuous improvement in the quality of student writing by using the following procedures:

1. On a regular basis, the principal (or principal's designee) will review student writing activities to determine how elements 1-8 listed above are being accomplished, and provide teachers with feedback on each of those elements.
2. At least once a year, each teacher will meet with a small, multi-level group to compare student writing samples and discuss how they compare to the scoring guide for portfolios and the benchmark pieces for the grades being scored.
3. On at least an annual basis, the Curriculum and Instruction Committee will ensure that high

quality professional development on the writing process and the scoring of writing portfolios is available to the teachers. The Curriculum and Instruction Committee will also ensure that professional development may be offered at the school, by the district, at a regional level or in any other manner that meets the need.

EVALUATION

The Comprehensive School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on school alignment with Kentucky Standards and Indicators for School Improvement. By analyzing that data, the effectiveness of this policy and the need for revisions can be determined.

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Revision:

HERITAGE ELEMENTARY

STANDARD 4: CULTURE

DISCIPLINE AND CLASSROOM MANAGEMENT POLICY

DISTRICT CODE

Heritage Elementary School staff and principal shall implement the Shelby County Statement on Rights and Responsibilities and Student Discipline Code.

In August, the principal or principal's designee will:

1. Provide each student with a copy of the Shelby County Statement on Rights and Responsibilities and Student Discipline Code. Teachers in grades 3-5 will discuss these with students.
2. Require each student to return a signed acceptance form from his or her parent/legal guardian showing that the parents/legal guardians have seen and reviewed the Code.
3. Follow-up as needed with any family in which the student has not returned the signed acceptance form.
4. Keep signed acceptance forms on file for the current school year.

As students transfer to the school during the year, the principal or principal's designee will follow the steps above for those students.

Heritage Elementary School staff and principal will also implement the Heritage Elementary School School-Wide Behavior Management Plan. Teachers will document plan instruction in lesson plans and reinforce the lessons with follow-up during the school year.

SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN GUIDELINES FOR SUCCESS

Every Day:

Always be respectful

Get along with others

Learn responsibility

Expect to succeed

COMMON AREA/CLASSROOM GUIDELINES AND PROCEDURES

To communicate and teach the Guidelines for Success above, each teacher will:

1. Teach the lesson plans provided by the Culture and Climate Committee.
2. Practice the correct routines and procedures with students as described in the lesson plans.
3. Establish specific expectations of conduct for his or her classroom that are built around the Guidelines for Success and demonstrate what the guidelines would look like and sound like in a classroom. Include teaching and practice with the voice meter.
4. Post classroom expectations, the Guidelines for Success, and the voice meter where students can see them throughout the year.
5. Teach and practice all expectations during the first two weeks of school and as needed (i.e., when new students enroll, as a reminder to students, following winter break).

SAFETY PLAN

The school will maintain an up-to-date school safety plan, addressing issues identified by our stakeholders and issues required by state law. A copy of our current plan, dated August 2006 has been reviewed and distributed to staff members.

The SBDM Council will review the status of the safety plan throughout the school year and present a report regarding the implementation and impact of the safety plan at the July Council meeting of each year. The report will be developed by the Culture and Climate Committee by May each year. The implementation and impact report will include:

1. Review of the School Safety Plan.
2. Review of safety issues identified during the school year.
3. Review of the completed report safety drills.
4. Identify behavior management issues that impact school safety utilizing staff and student surveys.
5. Identification of any adjustments needed in the plan or other safety needs within the school.

Initial Council Approval: August 16, 2005

Revision: January 8, 2007

HERITAGE ELEMENTARY

STANDARD 4: CULTURE

EXTRACURRICULAR POLICY

POLICY

By July 1 of each year, the principal shall prepare a list of extracurricular programs to be implemented in the school for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program and consistent with state and federal statutes and regulations. This school council policy shall also be consistent with the School Safety Plan and applicable indicators from the Standards and Indicators for Schools Improvement.

CRITERIA FOR PROGRAMS

The school supports extracurricular programs based on the following criteria:

1. Contribution to students becoming "self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility and self-discipline."
2. Contribution to students becoming "responsible members of a family, work group, or community, including demonstrating effectiveness in community service."
3. Student interest.
4. Ability to attract students currently not involved in extracurricular or service projects.
5. Ability to enhance or maintain equity in our overall program.
6. Ability to arrange suitable adult supervision.

STUDENT ELIGIBILITY

Students will be eligible to participate in extracurricular activities if:

1. They were in attendance at school during the day of the activity or have received principal approval.
2. They meet any requirements set by the appropriate sponsoring or governing organization.
3. They comply with rules established by the adult coach or sponsor for the activity.
4. They arrange their own transportation as needed.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirement set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for supervising all students while they are participating in the activity, including preparation and travel time.

The principal will follow the district hiring procedures on assigning coaches, sponsors and volunteers.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY

STANDARD 4: CULTURE

EQUITY AND DIVERSITY POLICY

COMMITMENT

Heritage Elementary School is committed to ensuring that each and every student:

1. Achieves at academic levels established in school goals.
2. Feels safe, welcome, and valued at our school.
3. Receives a full, fair share of the opportunities our school has to offer.
4. Knows and honors the achievements of his or her own cultural traditions.
2. Knows and honors the achievements of other cultures he or she may encounter in the community or in life.

ANALYSIS

Annually, as part of the School Improvement Planning Process, the successful implementation of this commitment will be reviewed as part of student achievement data gap analysis. Included in data analysis are the following:

1. Student performance by groups in content area gap analysis.
2. Student participation in school programs.
3. Student discipline referral demographics.
4. Family involvement in school activities.
5. Feedback from students, parents, staff, and community regarding school performance in addressing cultural diversity issues.

PLANNING

Based upon information gained from reflection, the school council may consider resulting recommendations that are consistent with its' commitment as stated above. To the extent possible, the work will be included in the school planning process.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY

STANDARD 4: CULTURE

PROTECTION OF INSTRUCTIONAL TIME POLICY

COMMITMENTS

The school schedule will provide the required minimum 1,050 hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. To ensure this:

1. Broadcast interruptions from the school office will be limited during the school day. Whenever possible, e-mail, telephone, quiet messengers will be used.
2. Instruction will be initiated as students begin arriving in each classroom.
3. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities.
4. Activities that reward student behavior will not be conducted during instructional time unless those activities have prior written approval by the principal.
5. Videotapes and television broadcasts will be used only when they efficiently convey knowledge and skills identified in the curriculum and are integrated into other activities that require the students to process and apply the information the video provides.
6. Consistent and uniform implementation and adherence to the school safety plan, school behavior management guidelines and classroom management plans will support effective and efficient use of classroom learning time.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. Annual analysis of that data, will provide information to the Council regarding the effectiveness of this policy and resulting recommendations for Council consideration.

Initial Council Approval: August 16, 2005

Revision:

LEGAL REFERENCES: KRS 160.345(2)(i)7; KRS 160.345(2)(i)8; KRS 158.645 and 158.6451(1)(b).
KRS 160.345(2)(I); KRS 160.345(2)(i)4.

SISI REFERENCES: Listed in Appendix A

HERITAGE ELEMENTARY SCHOOL

STANDARD 5: SUPPORT

TITLE I PARENT INVOLVEMENT POLICY

Commitment

Heritage Elementary School staff and SBDM Council recognize the importance of family partnerships for the success of our students and community. Heritage Elementary is a Title I school and has, therefore, adopted the following parent involvement policy for all of our families and students. This policy and the plan to implement the policy have been developed by teachers, parents and our principal. The Title I School and Family Compact which represents this policy will be given to the parents/guardians, caretakers or students participating in the Title I Program at Heritage Elementary School. An annual meeting will be held to provide parents/guardians/caretakers with information about the Title I program offered at Heritage Elementary School. Parents/Guardians are encouraged to attend and participate in our Title I activities. Parent input is crucial to the success of our program and your child's academic success.

Shared Responsibility for High Student Academic Performance

Heritage Elementary School staff and the parents of Title I students have developed a parent/school learning plan. This plan will help us provide a high quality curriculum in a supportive learning environment, in which each parent/guardian will support their child's learning at home and at school. On-going communication between parents and teachers will occur through parent/teacher conferences, newsletters, intermediate agendas, homework folders, notes, phone calls, school website, e-mail, and the Family Involvement flyer. There will be endless opportunities to volunteer and participate in school activities. Having teachers and school staff available to support parents and students will help to ensure that each child can achieve success at school. Today's challenging curriculum, high expectations, and learning assessments make it important for us to work together.

Parents/Guardians of students participating in the Title I program will be provided a description of the school curriculum, school performance profiles, and their child's individual assessment results. Information about these results and how to support their child's success in learning at home and school will also be available to parents. Parents will be expected to support their child's academic success and communicate any concern to their child's teacher, the counselor, or the principal.

Building Capacity for Involvement

A number of programs and activities will be made available to parents through the Title I Program with the assistance of our Family Resource Center and the RTA. These programs will provide enriching experiences and provide information regarding child development, parenting issues, continuing education, and parent/child relationships & communication. Information regarding the various activities will be listed in classroom newsletters, on our school website www.shelby.kyschools.us, and on the monthly calendar you will receive from our school. Some examples include but are not limited to Colonial Heritage, Music, Art & More, Science Fair, etc. We will also send information concerning school events, school programs, parent/teacher conferences and other opportunities for parent involvement at Heritage Elementary School. Together we will build a strong and supportive learning community.

Initial Council Approval: September 25, 2007

Revision: July 29, 2014

HERITAGE ELEMENTARY

STANDARD 5: SUPPORT

FAMILY AND COMMUNITY ENGAGEMENT POLICY

COMMITMENTS

The Heritage Elementary SBDM Council recognizes families and the community as essential partners in helping each student succeed. The school and SBDM Council commit to:

1. Assuring that clear information about each student's progress with the student's parents/legal guardians.
2. Offering practical suggestions on how they can support student learning at home.
3. Making representative parents and community members full partners in decision-making.
4. Seeking and supporting adult volunteers to assist and inspire students.

The school will achieve each of these goals through the methods listed below.

INFORMATION ON STUDENT PROGRESS

Each designated reporting period, teachers will provide each student's parents/legal guardians with :

1. A report of the student's progress.
2. A report on how each student with a disability is progressing toward the goals of his or her Individual Education Plan.
3. A report on how each identified gifted and talented intermediate student is progressing toward the goals of his or her Talented and Gifted Plan.
4. An invitation to meet with school staff and discuss the student's progress.
5. An opportunity for the student to participate actively in sharing information on his or her progress with his or her parents/legal guardians.

HOME SUPPORT FOR STUDENT LEARNING

The principal and teachers will:

1. Assign homework compatible with the school instruction policies and practices.
2. Provide information on the content students will learn each year through the methods listed in the school Curriculum Policy.
3. Send home school and classroom newsletters at least four times a year that include information on ways they can help students learn.
4. Support an active Parent Teacher Organization.
5. Sponsor activities designed to provide opportunities for family involvement at school.
6. Sponsor activities designed to specifically benefit Title I parents and students as part of school-wide invitation and participation.

The Family Resource Center will:

1. Survey families at least once a year to learn what services and activities would most help them support their children.
2. Offer a well-planned, well-publicized set of programs to meet those needs.
3. Provide added information and resources to parents in support of student achievement.

DECISION-MAKING

The school invites concerned adults throughout the community to join in decision-making by:

1. Serving on the SBDM Council
2. Serving on SBDM committees
3. Attending SBDM Council meetings
4. Participating in surveys, meeting and opportunities as they are available.

VOLUNTEERS

Concerned members of the community, including parents, are invited to be approved volunteers to help students in the following capacities:

1. Tutoring.
2. Assisting with classroom activities that need more than one adult's help.
3. Preparing materials, mailings, and other items needed for family and community involvement.
4. Joining our Parent Teacher Association and participating in its many efforts to strengthen our school.

In August, the school will publicize volunteer opportunities to the community.

In September, an orientation will be held for all interested volunteers. Training will be provided to support volunteers with specific tasks as needed.

Each volunteer will be subject to board policy and state law regarding criminal record checks.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on school alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

Initial Council Approval: August 16, 2005

Revision:

LEGAL REFERENCES: KRS 158.645, KRS 158.6451, KRS 160.346(3)(a), KRS 160.345(2)(g).

SISI REFERENCES: LISTED IN Appendix A

HERITAGE ELEMENTARY SCHOOL STANDARD 6: PROFESSIONAL GROWTH

Many Indicators and Descriptors for this standard are addressed elsewhere in council policy. The following SISI descriptors will guide the planning and implementation of professional growth at Heritage Elementary School.

- 6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.
- 6.1.b The school has an intentional plan for building instructional capacity through on-going professional development.
- 6.1.c Staff development priorities are set in alignment with goals for student performance and individual professional growth plans for staff.
- 6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.
- 6.1.e Professional development is on-going and job embedded.
- 6.1.f Professional development planning shows a direct connection to an analysis of student data.
- 6.2.b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs (and resources).

HERITAGE ELEMENTARY STANDARDS 7: LEADERSHIP CONSULTATION POLICY

INTERVIEW COMMITTEE

The principal will select no more than 5 people, including at least one SBDM Council member and at least one instructional team member having the vacancy, to serve on the interview committee for each vacancy at a school.

INTERVIEW COMMITTEE TASKS

The Interview Committee will:

1. Review the job description for the vacant position.
2. Determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds).
3. List “ability to strengthen our school-wide understanding of cultural diversity” as one of those criteria.
4. Develop interview questions and expectations that fit those criteria.
5. Identify any other methods they want to use to tell how well candidates meet the criteria beyond the application references and interview. For example, the Interview Committee may want to consider asking for writing samples based upon hypothetical situations.
6. Assure that interview criteria, questions, procedures and committee members shall remain consistent though out the process as designed for each vacancy.
7. Ask the agreed upon questions in the same order each time applicants are interviewed.
8. Provide an opportunity for applicants to share information and ask questions.

APPLICATIONS AND INTERVIEW

Within one week of receiving a list of applicants from the superintendent, the principal will:

1. Review all applications and written references.
2. Select applicants to interview.

Within a week of the principal’s selection of candidates to interview, the principal will schedule an interview with each selected applicant and invite the interview committee members to each of those interview times.

CONSULTATIONS WITH THE COUNCIL

Within one week after interviews are completed by the interview committee, the SBDM Council will meet in closed session for the purpose of consultation.

If a quorum of the Council fails to attend a meeting for which consultation is on the agenda, the principal may choose either of the following options:

1. Call another meeting.
2. Declare an emergency and conduct the required discussion with the members who are present at the meeting.

SELECTION OF THE PERSON TO BE HIRED

After considering the Council's comments, the principal will select the person he or she believes will contribute most to the success of the school's students and notify the superintendent of his or her recommendation. The superintendent will complete the hiring process.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments include paid or unpaid duties beyond the instructional and and/or 185 day contract. When only persons currently working in the school will be considered, the principal will make the assignment following the school policy on assignment of staff time. When persons currently not working in the school will be considered, this policy on consultation will be followed by the principal, the Council, and the as hoc interviewing committee for each position.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY STANDARD 7: LEADERSHIP PRINCIPAL SELECTION POLICY

When the Council learns that the school needs to hire a principal, the Council will proceed with the hiring process without the existing principal and the Council Vice-Chair will chair all hiring meetings and procedures as follows and as is consistent with the most current state guidelines for principal selection and hiring:

1. Obtain training in recruitment and interviewing techniques from the trainer of its choice.
2. Select a method to receive suggestions from parents, staff, and other parties on what traits will make the best leader for this school.
3. Meet in open session to:
 - Review the school's mission and Improvement Plan and to determine skills needed to contribute to that work.
 - Review the descriptors for the Standards and Indicators for School Improvement (SISI) and identify skills needed to move the school toward increased student achievement.
 - Determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other legal grounds). Once this criteria has been finalized, it will be submitted to the superintendent in writing.
 - List "ability to strengthen our school-wide understanding of cultural diversity" as one of those criteria.
 - Develop interview questions/appropriate responses that fit those criteria.
 - Identify any other methods they want to use to tell how well candidates meet the criteria beyond the application references and interview. For example, the Council may want to consider asking for writing samples, a chance to observe a candidate at work, a written response to a hypothetical work challenge, or some other activity to show a candidate's capacities.
4. Meet in open session with the superintendent or designee to determine the criteria and next steps in the hiring process.
5. Meet in closed session to:
 - Review applications and written references received from the list (those recommended and those not recommended).
 - Select applicants to interview.
6. Schedule an interview with each selected applicant at a time when all Council members can attend.

7. Conduct each interview in a closed session during which the Council will:

- Ask all the standardized questions in the same order each time.
- Ask any follow-up questions after that.

Following the interviews:

The Council shall:

- Meet in closed session to discuss how well each applicant meets the criteria.
- Request additional applicants from the superintendent , if necessary, and
- repeat items 5-7 as listed above.
- Meet in open session to make the final choice of principal.
- The Council vice-chairperson shall notify the superintendent immediately of their choice.

After receiving notice of the Council's choice, the superintendent will complete the hiring process. The announcement of the selection may not be made public until the Council is notified by the superintendent. Upon notification by the Superintendent, the council vice-chairperson may call a Special meeting for the purpose of announcement of the principal hired.

Initial Council Approval: August 16, 2005

Revision:

LEGAL REFERENCES:

CONSULTATION

From a list of applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school Council, consistent with subsection (2)(i)10 of this section... Requests for transfer shall conform to any employer-employee bargained contract which is in effect. If the vacancy to be filled is the position of principal, the school Council shall select the new principal from among those persons recommended by the local superintendent. When a vacancy in the school principalship occurs, the school Council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The Council shall select the trainer to deliver the training. Personnel decisions made at the school level under the authority of this subsection shall be binding on the superintendent who completes the hiring process. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020. The superintendent shall provide additional applicants upon request when qualified applicants are available. KRS 160.345(2)(g)

The school Council shall adopt a policy to be implemented by the principal in the following additional areas...10. Procedures to assist the Council with consultation in the selection of personnel by the principal, including but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the Council are not available for consultation. KRS 160.345(2)(i)10

PRINCIPAL SELECTION

See KRS 160.345(2)(g), quoted under Consultation above.

SISI REFERENCES: SEE APPENDIX A

HERITAGE ELEMENTARY SCHOOL STANDARD 7: LEADERSHIP COMMITTEE POLICY

NUMBER AND JURISDICTION OF STANDING COMMITTEES

There will be three standing committees, with the names and jurisdictions described below.

The **Academic Performance Committee** shall be charged with responsibilities relating to curriculum, instruction and assessment. This committee will submit an agenda, sign-in sheet and minutes to the SBDM Council and carry out any duties as assigned by the SBDM Council.

The charges of this committee shall include work regarding:

- Duties inherent to the Curriculum, Instruction and Assessment Policies of the Heritage SBDM Council.
- Researching instructional strategies
- Assessment practices
- Student support services
- Textbook preview and adoption

The School **Learning Environment Committee** shall be charged with all responsibilities relating to promotion of positive school climate and culture focused on student achievement and safety as outlined in policies of the Heritage Elementary School SBDM Council. The committee shall submit an agenda, sign-in sheet and minutes to the Council and carry out any duties as assigned by the SBDM Council.

The charges of this committee shall include:

- Celebrations of student achievement
- Transitions between grade levels
- Student behavior management strategies
- Community relations
- Publicity regarding our school and overall performance/achievement

The **Efficiency Committee** shall be charged with all responsibilities regarding needs assessment, review, monitoring and evaluation of the School Improvement Plan. The committee is also responsible for those functions as designated in the SBDM Council policies of Heritage Elementary School. The committee shall submit an agenda, sign-in sheet and minutes to the Council and carry out any duties as assigned by the SBDM Council.

The charges of this committee shall include:

- Needs assessment of a variety of topics
- Development, review and monitoring of the School Improvement Plan
- Master schedule discussion

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

Each standing committee will have at least ten members, including two parents and providing reasonable representation of the grade levels, role groups and ethnic diversity of the school community.

Every other year during March, the following steps will be taken to recruit members for the next biennium's committees:

1. The principal (or the principal's designee) will invite all parents in writing to volunteer for committees.
2. Committee work will be explained and described at a PTO meeting.
3. SBDM Council members will seek participation from concerned adults within the school and community to serve on committees.

4. Every other year during April, the principal (or the principal's designee) will place committee sign-up sheets on the SBDM Council bulletin board. Parents and community members may also sign-up by telephone, e-mail or letter.
5. Every other year during May, the committees will be posted for the following school year, ensuring reasonable representation of grade levels, role groups and facilitating the participation of parents, classified staff, and other interested parties.
6. The SBDM Council may need to assign some people to committees that were not their first choice to ensure that each committee has adequate and balanced representation.
7. The SBDM Council will also designate a committee member to serve as chair to convene any meeting.

PURPOSE

Committees will be formed to help involve all interested parties in the decision making process at Heritage Elementary School. The school SBDM Council will determine the responsibilities of committees.

Committees shall carry out their responsibilities as directed by the SBDM Council.

AD HOC COMMITTEES

Ad Hoc Committees will be formed to address specific tasks identified by the SBDM Council and will be dissolved upon completion of the task. The principal (or principal's designee) will designate a committee member to convene the committee for its first meeting. The principal shall appoint members to ad hoc committees once the Council has approved the forming of the committee.

OPERATING RULES FOR ALL COMMITTEES

All committees established under this and other SBDM Council policies are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee must:

1. Post the schedule of any meeting on the school SBDM Council bulletin board and provide a copy to each person responsible for answering the phone calls for the school.
2. Hold meetings that are not on the regular schedule only after following the special meetings procedures as follow:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision put the date, time, place, and agenda in a written notice.
 - c. They post the written notice on the school SBDM Council bulletin board for at least 24 hours before the meeting.
 - d. They deliver copies of the written notice to all members of the committee by fax or mail, sending it early enough so that it will arrive 24 hours before the meeting.
 - e. If any media organization has asked for notice of special meetings, those calling the meeting deliver copies of the written notice to all members of the committee by fax or mail, sending it early enough so that it will arrive 24 hours before the meeting.
3. Take minutes of the motions and actions at every meeting.
4. Review the minutes of each meeting and approve them at the very next meeting, after deciding on any needed corrections.
5. Make the minutes for each meeting available to any interested party starting at the end of the next meeting.

AGENDA ITEMS

Any person who wishes to place an item on the agenda shall submit their request to the chairperson at least 48 hours prior to the meeting. Items not presented in this manner may be heard at the discretion of the committee.

AGENDA

Each committee shall set an agenda for each meeting. The chair shall prepare a tentative agenda and distribute it to all committee members. At the start of the meeting, the committee shall review the agenda, adding or deleting items as needed. At a special meeting, items cannot be added or deleted from the agenda.

MEETING

A quorum of the committee must be present to conduct business. All committees shall use consensus decision making as the primary method for conducting business but a majority vote may be taken if a consensus cannot be reached.

Initial Council Approval: August 16, 2005

Revision: April 22, 2008

Revision: December 15, 2009

HERITAGE ELEMENTARY

STANDARD 8: RESOURCES

SCHEDULE POLICY

CRITERIA FOR DEVELOPING SCHEDULES

The school schedules will:

1. Reflect the school mission/belief statements and support the goals/strategies established in the School Improvement Plan.
2. Provide students with maximized use/assignment of instructional time.
3. Provide students, as feasible, with the technology access they need.
4. Allow teachers shared time to collaborate and plan on a regular basis.
5. Support the school curriculum policy and instructional practices policies.
6. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as ESS, accommodations, interventions, TAG) to support increased student achievement.
7. Allow for flexible scheduling when needed to support increased student achievement as approved by the principal.

PROCESS FOR ESTABLISHING FUTURE SCHEDULES

To ensure that the school makes steady progress toward achieving these goals, the Council shall decide each year on schedule changes after completing the following deliberate process.

By July 1st, the Council will set a timetable for the following steps to be completed:

1. All committees will report on whether recommendations they have made or are considering would have schedule implications.
2. At a staff meeting, the staff will:
 - Brainstorm current time barriers to implementing needed practices and meet student needs.
 - Brainstorm ways the schedule might be changed to remove those barriers.
 - Discuss pluses and minuses of varied changes, focused on the goals listed above.
3. Following that discussion, the principal shall appoint an ad hoc committee to prepare a recommendation to the Council on a schedule for the coming school year. The ad hoc committee shall include one member from each instructional team and the school student support specialist. The committee shall submit their recommendation(s) or proposed schedule to the SBDM Council by June 30th each year.
4. The Council shall consider that recommendation and make a final decision in time to implement our staff assignment and student assignment policies.

EVALUATION

Our School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School

Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

Initial Council Approval: August 16, 2005

Revision: March 11, 2014

HERITAGE ELEMENTARY

STANDARD 8: RESOURCES

STAFF TIME ASSIGNMENT POLICY

CRITERIA

The principal shall assign staff members' time in a manner that:

1. Fully supports implementation of the student assignment policy.
2. Considers staff members demonstrated strengths and weaknesses, school staffing needs, team staffing needs and other information relevant to increasing student achievement.
3. Considers staff members' requests to vary their work, so that it is a factor in favor of a change if a teacher has made past requests for a change or has been in a particular assignment for multiple years.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal shall:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments and other responsibilities.
2. Prior to July 10, meet with all staff members who have requested changes to discuss reasons for the request, the staff member's interest, factors making it difficult to grant the requests and possible solutions.
3. Assign staff members based on the criteria above.
4. When all staff assignments and hiring are complete, notify the Council of all staff member assignments.

ALTERING ASSIGNMENTS

After making assignments, the principal or principal's designee may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the Council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY STANDARD 8: RESOURCES STUDENT ASSIGNMENT POLICY

CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal or principal's designee shall assign students to classes and programs in a manner that will:

1. Consider ability, age, gender, ethnicity, special needs, teacher referrals and written parent input (format as approved by the council).
2. Consider each student's developmental (academic and social) needs.
3. Encourage team grouping of teachers to support collaborative planning and examination of student work to promote increased student achievement.
4. Provide for teachers to make flexible adjustments to their student groupings as approved by the principal.
5. Implement the School Improvement Plan.
6. Attempt to not exceed the state class size cap except under the circumstances described below.*
7. Prepare all students to be ready for college level work during their high school careers.

*Exceptions to the class size cap rule may be made in order to provide an appropriate assignment to a student newly enrolled in the school. Permanent exceptions to the class size cap rule may be made upon approval of the SBDM Council to waive class size caps.

PROCESS FOR PARENT INPUT AND NOTIFICATION OF ASSIGNMENT FOR UPCOMING YEAR

The following process, with the exception of incoming Kindergarten students, is followed for parent/legal guardian input into assignment of students Primary – 5th Grade:

1. By April 15, parent input forms will be sent to all parents/legal guardians whose students' assignment will change for upcoming year.
2. By May 1, forms are due to the principal.
3. By July 15, classroom assignments are posted.

PLACEMENT PROCESS

The principal or principal's designee will:

1. Categorize student placement slots according to total numbers, gender, ethnicity, reading levels, and disabilities.
2. Collect parent input forms.
3. Collect teacher input forms.
4. Develop class lists to meet criteria.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on school alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, the school will be able to determine the effectiveness of this policy.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY STANDARD 8: RESOURCES SPACE USE POLICY

CRITERIA

The principal shall assign space use in a manner that will:

1. Consider student needs.
2. Support the School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years (e.g., primary program).
4. Consider space needs, instructional program needs teacher-identified space needs.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal shall:

1. Assign classrooms.
2. By July, consult with the Council of how classroom space has been tentatively assigned.
3. Notify the Council of any revisions to how classroom space has been assigned. .

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

1. When unpredicted space needs arise.
2. When necessary to respond to unanticipated enrollment or staffing changes.
3. When the principal and affected teachers agree that a change is needed.
4. When the Council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

ASSIGNMENTS OF NON-CLASSROOM SPACE

For non-classroom space, the principal shall make decisions based on the criteria listed above after consulting with staff members who work or will work in any space affected by change from existing arrangements.

EVALUATION

The School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, the effectiveness of this policy will be determined.

Initial Council Approval: August 16, 2005
Revision:

LEGAL REFERENCES: KRS 160.345(2)(i)2-5

SISI REFERENCES: See Appendix A

HERITAGE ELEMENTARY

STANDARD 8: PLANNING

COMPREHENSIVE PLANNING POLICY

Plan Development

Starting in the fall of each odd-numbered year, the school will use the Comprehensive Planning process recommended by the Kentucky Department of Education to increase student achievement by completing the existing plan and by implementing the plan that results through the continuous planning and monitoring process. The school will:

1. Analyze CATS results, including all disaggregated data.
2. Analyze key data on how the school operates.
3. Determine priority needs based on that performance data.
4. Identify the causes that create the priority needs from that data on the school operations.
5. Will submit unmet needs to the Superintendent annually based upon district timelines.
6. Set two-year goals for removing the needs by setting objectives for addressing each cause.
7. Select strategies and activities for reaching each objective.
8. Commit responsible persons, timetables, and resources to implement those strategies and activities.
9. Select measures that will determine if the strategies are being effectively implemented and progress is being made in student achievement.
10. List the needs, causes, goals, objectives, strategies and activities, persons responsible, timetables, and funding decisions in a clear, written component format.
11. Obtain widespread input from the school community.
12. Adopt the components after considering and responding to the input.
13. Submit Implementation & Impact reviews based upon the district timeline.
14. Work to improve programs and instruction to increase student achievement and meet the Kentucky expectation for all students to reach proficiency no later than 2014.

PLAN REVISION TO ADDRESS ACHIEVEMENT GAPS

In the fall of each even-numbered year, the school will revise the SIP plan to address substantive achievement gaps, as follows:

1. Analyze CATS results, including disaggregated data by gender, ethnicity, disability, and participation in the free and reduced lunch program, and Limited English Proficiency.
2. Identify substantive gaps.
3. Set targets for reducing each substantive gap consistent with district and state timelines.
4. Work with the superintendent and local board of education to agree on those targets or a revised version.

5. Set a time schedule for elimination of all the substantive gaps.
6. Make each target part of at least one component of the SIP.
7. Revise the changed components to fully support meeting targets.
8. During a Council meeting present the draft plan and receive additional input.
9. Adopt a complete revised plan no later than April 1 of each odd-numbered year.

DEVELOPMENT/REVISION OF PLAN

At the September meeting of the Council in each year, the Curriculum Committee will recommend an outline for development or revision of the SIP. For each step listed above, the outline will give:

1. A timetable.
2. Process guidelines explaining how the work will be done, how the Council will learn about it, and how each part will be finalized.
3. Participation guidelines explaining how diverse participants will be involved on work teams and how the school community will be informed and invited to contribute their input. Participation will include parents, classified staff and other interested parties and will be representative of the diversity in the school community.
4. Preparation guidelines explaining how each group of participants will learn about their roles.

The Council will review the outline, revise it if necessary, and approve it as a statement of how the school will conduct its planning process.

The Curriculum Committee will then implement the process according to the outline, reporting to the Council quarterly at regular meeting regarding progress on the plan.

IMPLEMENTATION AND IMPACT OF PLAN

Each quarter, at the regular meeting, the Council will review the progress being made on reaching SIP goals.

In July, the Council will set a schedule for four implementation and impact checks during the next year.

The Curriculum Committee will provide the data needed for those checks.

The Council will review the data for those checks during regularly scheduled meetings and identify any needed adjustments to keep the plan on track.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY

STANDARD 8: PLANNING

BUDGET AND SPENDING POLICY

SPENDING CATEGORIES AND MUNIS ACCOUNTING

The goal of all financial resource planning and expenditures will be increased student achievement. The school data will therefore determine the use of funds within the school.

JANUARY ESTIMATES

During the March Council meeting, council members will review and estimate expenses for the next school year that will allow the school to:

1. Implement the SIP (or draft Plan) fully, including staffing, materials, professional development, and other needs.
2. Maintain other necessary programs at the level of quality of staffing, materials, professional development, and other needs necessary to support increased student achievement.

By the end of March, the Council will align funding with needs based upon:

1. School allocation for certified and classified staff.
2. School allocation for instructional materials.
3. Consideration of possible additional funding sources.
4. School allocation for professional development.
5. Possible grants
6. Categorical funds and program plans for those funds.
7. Any other pending funding sources.

The Council will estimate expenses and revenues.

DRAFT BUDGET

By the March Council meeting, the Council will develop a draft Budget that:

1. Targets appropriate spending categories and includes a clear statement of the number of persons to be employed in each job classification.
2. Lists dollar amounts.
3. Addresses the expenses listed under items 1 and 2 in the section above on March Estimates.
4. Includes a list of needs identified in estimates that are not being met by the current Budget.

BUDGET AND REVISION APPROVAL

The Council will:

1. Review the Budget either in a regular or a special meeting.
2. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the spending proposed plan, or other relevant information.
3. Analyze funds and needs to determine if the Council needs to request Section 7 (identified needs) funding for additional needed identified appropriate to Section 7 funds.
4. Set a timetable for adopting a revised Budget and official Section 7 requests that is compatible with district timetables for staff renewal decisions, categorical funding decisions, and other related matters.
5. In April, approve a budget as part of a new School Improvement Plan.

INITIAL BUDGET IMPLEMENTATION

After the Council adopts its Budget and its Section 7 requests, the Council will:

1. Submit required budget forms, including the forms indicating the number of employees employed in each job classification to the superintendent and finance officer.
2. Ensure that all relevant Budgets, including those from categorical programs, are clearly reflected in the school's Plan.
3. Notify person or group listed as responsible for selecting specific items of their responsibilities and the dollar amounts.

SELECTION OF TEXTBOOKS FOR PURCHASE

Each year, the Principal will appoint an ad hoc Textbook Committee to make a recommendation on textbooks for the subjects under adoption that year. This Committee may also consider other instructional materials that can be purchased under the guidelines for using state textbook money.

The Textbook Committee will consist of a representative from each instructional team, except in related arts textbook adoption, the team shall consist of teachers responsible for that content area. The committee will:

1. Review SIP and curriculum.
2. Review the state's Core Content for Assessment.
3. Develop criteria for textbooks and related items that will help the school move all students to proficiency.
4. Include in those criteria a requirement that the textbooks appropriately reflect the cultural traditions and achievements of groups represented in our student body.
5. Include in those criteria a requirement that the textbooks appropriately reflect the cultural traditions our students may encounter in our community and later in life.
6. Obtain samples of the textbooks and related materials available for that subject.
7. Review each textbook and related materials for ability to meet the criteria.
8. Identify the textbooks and related materials that will best meet the criteria.

9. Determine quantities of each item to be ordered within the school's textbook Budget.
10. Complete the plan and present it to the SBDM Council for approval.
11. Upon completion of all appropriate approvals, fill out the paperwork needed to complete the order.

The principal or principal's designee will check that each order fits the funds available, any other criteria established by the Council, and any requirements of existing bid lists.

If those requirements are met, the principal or principal's designee will take all steps needed to purchase the items listed, and no further Council approval will be needed.

PROCESS FOR SPENDING PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development will be organized to meet:

1. School needs identified in the SIP.
2. Individual learning needs identified in professional growth plans.

The Council's annual Budget will identify resources available for each type of need .

For needs identified in the SIP, the person listed in the plan as responsible will make the needed arrangements for facilitators, supplies, schedule and other needs, and will complete purchase orders for any required expenditures.

For needs identified in the individual professional growth plans, that staff member will make the needed arrangements for facilitators, supplies, schedule and other needs, and will complete purchase orders for any required expenditures.

The principal will check that each such order fits the funds available and the criteria listed in the SIP or individual growth plan.

If those requirements are met, the principal will take all steps needed to purchase the items listed, and no further Council approval will be needed.

RECORD KEEPING AND MONITORING

Each month, the principal will ensure that all spending records required by the state and district are maintained.

Each month, the Council will review a report prepared by the principal and financial secretary comparing planned spending, spending to date, outstanding purchase orders, and amount remaining available in each category.

SPENDING/FUNDING RELATED CHANGES

The principal inform the Council promptly of any spending or funding changes and seek Council approval as appropriate.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY STANDARD 8: PLANNING ALIGNMENT WITH STATE STANDARDS POLICY

The School Improvement Planning process recommended by the Kentucky Department of Education includes the following:

1. Sustained analysis of the extent to which students are meeting state standards.
2. Systematic work to move students closer to those standards within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of all school plans.

The process will be implemented including review of school alignment with state standards through the needs assessment and the implementation and impact checks.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY STANDARD 8: PLANNING PROGRAM APPRAISAL POLICY

The School Improvement Planning process recommended by the Kentucky Department of Education includes:

1. Sustained analysis of the effectiveness of school programs based upon their contribution to helping all students meet state standards.
2. Systematic work to improve those programs so that all students do meet state standards within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of all academic programs, strategies and initiatives in terms of student achievement and based on data.

The school will implement that process, including appraisal of the effectiveness of all programs, through needs assessment and implementation and impact checks.

Initial Council Approval: August 16, 2005

Revision:

LEGAL REFERENCES: KRS 158.645 and KRS 158.6451(1)(b), KRS 160.345(2)(i), KRS 158.649(4), [Senate Bill 168, Section 1(4)], KRS 158.649(5) [Senate Bill 168, Section 1(5)]. KRS 160.345(2)(i)9.

SISI REFERENCES: See Appendix A

HERITAGE ELEMENTARY SCHOOL
STANDARD 9: TECHNOLOGY
TECHNOLOGY POLICY

TECHNOLOGY COMMITMENT

A commitment will be made to utilize technology as a core component for the success of all learning.

TEACHERS' ROLES

All teachers will:

1. Utilize technology as a powerful tool for education and embed it in all appropriate settings.
2. Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success.
3. Provide adequate, equitable and appropriate access to technology for all students.
4. Implement technology to meet or exceed current standards.
5. Implement the District technology curriculum as resources will permit.
6. Use assistive/adaptive technology for special needs students.
7. Provide student access to functional, appropriate instructional software.
8. Attend quality professional development to enhance knowledge and skills.
9. Adhere to District Acceptable Use Policy.

PRINCIPALS' ROLES

The principal or the principal's designee shall:

1. Frequently monitor students' progress in technology.
2. Provide or arrange meaningful professional development to increase teacher technology proficiency.
3. Utilize data to assist teachers in development and implementation of individualized growth plans with the goal of meeting Standard X of the Experienced Teacher Standards.
4. Work with District staff to provide a reliable, functional technology environment for student instruction.

5. Utilize community.
6. Model effective use of technology in administrative work, especially with data analysis.
7. Adhere to District Acceptable Use Policy.

COMMITTEE'S ROLE

The Technology Committee (ad hoc) shall:

1. Make reports to Council each semester on needs and status of implementation of technology in school and the school Technology Plan.
2. Make recommendations to amend the School Improvement Plan to provide additional funding or request additional professional development.

EVALUATION

The School Improvement Planning process includes a regular cycle of revising data. By analyzing that data and the committee reports the Council will be able to determine the effectiveness of the policy.

Initial Council Approval: August 16, 2005

Revision:

HERITAGE ELEMENTARY SCHOOL ENHANCING ACHIEVEMENT POLICY

The Planning process recommended by the Kentucky Department of Education entails :

1. Sustained analysis of whether each of the school programs is contributing adequately to helping all of the students meet state standards.
2. Systematic work to improve school programs so that state standards are met for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of school programs.

The school will mobilize its resources to enhance student achievement by carrying out the Planning process and implementing resulting plans.

HERITAGE ELEMENTARY SCHOOL CATEGORICAL PROGRAMS POLICY

The Planning process recommended by the Kentucky Department of Education entails:

1. Sustained analysis of whether resources from all categorical programs are contributing adequately to helping all students meet state standards.
2. Systematic work to mobilize all school programs around a unified set of goals that will enable the school to meet state standards for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of all categorical programs.

The school will implement the Planning process, including use of all categorical programs as resources, to achieve the School Improvement Plan goals.

APPENDIX A

SISI CONNECTIONS

- 1.1.a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment. Transformations and the Program of Studies.
- 1.1.b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).
- 1.1.c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.
- 1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- 1.1.e The school curriculum provides specific links to continuing education, life and career options.
- 1.1.f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.
- 1.1.g The curriculum provides access to a common academic core for all students.
- 2.1.a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.
- 2.1.b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.
- 2.1.c Students can articulate the academic expectations in each class and know what is required to be proficient.
- 2.1.d Test scores are used to identify curriculum gaps.
- 2.1.e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.
- 2.1.f Performance standards are clearly communicated, evident in classrooms and observable in student work.
- 2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated is coordinated by school and district leadership.
- 2.1.h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.
- 3.1.a There is evidence that effective and varied instructional strategies are used in all classrooms.
- 3.1.b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.
- 3.1.c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

- 3.1.e There is evidence that teachers incorporate the use of technology in their classrooms.
- 3.1.f Instructional resources are sufficient to effectively deliver the curriculum.
- 3.1.g Teachers examine and discuss student work collaboratively and use this information to inform their practice.
- 3.1.h There is evidence that homework is frequent and monitored and tied to instructional practice.
- 4.1.a There is leadership support for a safe, orderly and equitable learning environment.
- 4.1.b Leadership creates experiences that foster the belief that all children can learn and at high levels.
- 4.1.c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.
- 4.1.d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.
- 4.1.e Teachers recognize and accept their professional role in student success and failure.
- 4.1.f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.
- 4.1.g Teachers communicate regularly with families about individual students' progress.
- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.
- 4.1.i Multiple communication strategies and contexts are used for the dissemination of information for all stakeholders.
- 4.1.j There is evidence that student achievement is highly valued and publicly celebrated.
- 4.1.k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.
- 5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.
- 5.1.b Structures are in place to ensure that all students have access to all the curriculum
- 5.1.c The school/district provide organizational structures and support instructional practices to reduce barriers to learning.
- 5.1.d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.
- 5.1.e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

SISI CONNECTIONS FOR STANDARD 6: See standard 6 policy.

- 7.1.a Leadership has developed and sustained a shared vision.
- 7.1.b Leadership decisions are focused on student academic performance and are data-driven and collaborative.
- 7.1.c There is evidence that all administrators have a growth plan focused on the development of effective leadership.
- 7.1.d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.
- 7.1.e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.
- 7.1.f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
- 7.1.g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
- 7.1.h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.
- 7.1.i Leadership provides a process for the development and the implementation of Council policy based on anticipated needs.
- 7.1.j There is evidence that the SBDM Council has an intentional focus on student academic performance.
- 7.1.k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.
- 8.1.a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- 8.1.b The master class schedule reflects all students have access to all the curriculum.
- 8.1.c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.
- 8.1.d There is evidence that the staff make efficient use of instructional time to maximize student learning.
- 8.1.e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan.
- 8.1.f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time.