



# Comprehensive School Improvement Plan

Edmonson County 5/6 Center  
Edmonson County School District

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# TABLE OF CONTENTS

Introduction ..... 1

## **Executive Summary**

Introduction ..... 3

Description of the School ..... 4

School's Purpose ..... 5

Notable Achievements and Areas of Improvement ..... 6

Additional Information ..... 7

## **2013-2014 5/6 Center CSIP**

Overview ..... 9

Goals Summary ..... 10

Goal 1: The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card ..... 11

Goal 2: The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card ..... 12

Goal 3: The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning ..... 15

Goal 4: The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas. 15

Goal 5: Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card ..... 16

Activity Summary by Funding Source ..... 18

## **KDE Needs Assessment**

Introduction ..... 22

Data Analysis ..... 23

Areas of Strengths ..... 24

Opportunities for Improvement..... 25

Conclusion..... 26

**KDE Assurances - School**

Introduction ..... 28

Assurances ..... 29

**Title I Schoolwide Diagnostic**

Introduction ..... 35

Component 1: Comprehensive Needs Assessment..... 36

Component 2: Schoolwide Reform Strategies ..... 41

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 44

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 45

Component 5: Strategies to Attract Highly Qualified Teachers ..... 46

Component 6: Parent Involvement..... 47

Component 7: Transition to Kindergarten..... 48

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 49

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 51

Component 10: Coordination and Integration of Programs..... 55

**Compliance and Accountability - Elementary Schools**

Introduction..... 57

Planning and Accountability Requirements..... 58

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The 5/6 Center is located in rural Brownsville, Kentucky. Our school has an enrollment of approximately 280 students, and for testing purposes is now labeled as a middle school. The building was constructed in 1959 and served students as a high school and middle school until 2005. The 5/6 Center came into existence in 2005 with the construction of a new middle school. Our faculty consists of 1 principal, 1 counselor, 14 classroom teachers, 3 exceptional education teachers, a shared librarian and other support staff.



## **School's Purpose**

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

### MISSION STATEMENT

The Edmonson County 5/6 Center staff, along with family and community support, will provide a safe environment and the opportunity for all students to learn and become productive citizens.

### LITERACY VISION STATEMENT

The Edmonson County 5/6 Center will promote life long literacy skills for our students in order to create a love of learning that is critical for future educational success and a rewarding 21st century life.

### LITERACY TEAM MISSION STATEMENT

All Edmonson County 5/6 Center students will learn to communicate effectively by using reading, writing, speaking, listening and observing skills throughout the school year.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The 5/6 Center prides itself in developing and preparing students to continue their educational journey as they move toward the Middle School. Our students participate in and are successful in extra-curricular activities such as the academic, cross country, basketball, football teams at the Middle School.

The 5/6 Center is equipped with active boards in every classroom and two computer labs. Classrooms have computer stations and all teachers have laptops or I pads. Several teachers have clicker systems in order to have immediate feedback on student assessments.

Our school has developed an enrichment program that includes classes such as: Chess, Spanish, Literacy Circle, Stock Market Game, Consumerism, Computer Programming, STLP-Robotics. Our STLP Team competes yearly in the STLP Regionals at Western Kentucky University.

The Family Resource Center is actively engaged in school activities and helps our students and teachers in time of need.

### **IMPROVEMENT**

For the Edmonson County school district, the 5/6 Center saw the largest gain in points earned in the overall score for accountability. Our scores increased to 61.3 for the 2012-2013 school year (gain of 9.3 points). With this increase, we moved from the 29th to 64th percentile. We fell just 1.2 overall points from becoming a proficient school. We moved from the classification of 'Needs Improvement' to 'Needs Improvement/Progressing'. The increase in test scores can be attributed to both the many hours spent by the staff to improve their classroom teaching instruction, as well as the tremendous efforts shown by our students.

## **Additional Information**

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

All parents are welcome in our school. We value the concern you have for your child's safety and educational needs. We provide One-Call services and Infinite Campus access to keep all parents informed on events and student progress. It is documented that we have had greater parent involvement/attendance at school functions during the current 2013-2014 school year than in previous years.

# **2013-2014 5/6 Center CSIP**

## Overview

### Plan Name

2013-2014 5/6 Center CSIP

### Plan Description

The 2012-2013 K-Prep data shows the Edmonson County 5/6 Center achieved a 61.3 overall score which ranked our school at the 64th percentile. This score resulted in the classification of Needs Improvement/Progressing. From this point forward, the 5/6 Center will be classified as a middle school for accountability purposes. The 2013-2014 CSIP explains our plans to increase proficiency for all students in Language Arts and Math.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$750
2	The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$1100
3	The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$500
4	The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
5	Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$500

**Goal 1: The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.**

**Measurable Objective 1:**

49% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2014 as measured by K-Prep results.

**(shared) Strategy 1:**

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2013	05/31/2014	\$150	District Funding	School CIITS leader(s), Principal

**Strategy 2:**

Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core Standards and determine needed instructional improvements.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

Activity - Literacy Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2013	05/31/2014	\$300	District Funding	Literacy Team, Program Review Team, Teacher PLC's

**(shared) Strategy 3:**

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2013	05/31/2014	\$0	No Funding Required	Certified Staff, Principal
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### Measurable Objective 2:

46% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2014 as measured by K-Prep results.

### (shared) Strategy 1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Activity - CIITS Student Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2013	05/31/2014	\$150	District Funding	School CIITS leader(s), Principal

### Strategy 2:

Professional Development - Professional Development opportunities sought to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

Activity - Professional Development - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities identified to learn new/current effective math strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2013	05/31/2014	\$300	District Funding	Math Teachers, Data Team, Principal

### (shared) Strategy 3:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Activity - Teacher Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2013	05/31/2014	\$0	No Funding Required	Certified Staff, Principal

**Goal 2: The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report**



**card.**

**Measurable Objective 1:**

42% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2014 as measured by K-Prep results.

**Strategy 1:**

Reading Intervention - Star Reading data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Activity - ELA Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2013	05/31/2014	\$0	No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2013	05/31/2014	\$300	District Funding	Literacy Team, Principal, Staff

**(shared) Strategy 2:**

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2013	05/31/2014	\$300	District Funding	Math/Reading teachers, Data Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal
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## Measurable Objective 2:

44% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2014 as measured by K-Prep results.

### Strategy 1:

Math Alignment - Math teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Research Cited: K-prep data

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2013	05/31/2014	\$500	District Funding	Principal, Math Teachers, Special Education Teachers

### (shared) Strategy 2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2013	05/31/2014	\$300	District Funding	Math/Reading teachers, Data Team, Principal

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

### Goal 3: The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy 1:**

Parent Involvement - Principal and teachers will seek organizations/individuals to support student learning.

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement	07/25/2013	05/30/2014	\$500	District Funding	All Certified Staff

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize support services/activities offered by the FRC	Community Engagement	07/01/2013	06/30/2014	\$0	FRYSC	FRYSC, Principal, Teachers

**Strategy 2:**

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program	07/15/2013	05/30/2014	\$0	No Funding Required	District Staff, Principal, and Teachers

### Goal 4: The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

**Measurable Objective 1:**

collaborate to raise proficiency levels in tested areas by 05/30/2014 as measured by K-Prep data and analysis.

## Comprehensive School Improvement Plan

Edmonson County 5/6 Center

### Strategy 1:

Tell Survey - Collaborate as a staff to strengthen Tell Survey results.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	All Certified Staff
Activity - Tell Survey Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	Principal, teachers

### Strategy 2:

Program Review Teams - collaborate with school and district staff to ensure proficiency in the Program Review areas

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	Principal, teachers, other program review team members

## Goal 5: Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

### Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

### Strategy 1:

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Activity - Highly Qualified Educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention	08/01/2013	05/31/2014	\$0	No Funding Required	Principal, SBDM Council
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Activity - 13-14 Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive quality professional development on Promoting Positive Behavior, Personality Inventories, Team Building, Data Disaggregation, Scrimmage Test/K-Prep preparation/training, and Professional Growth and Evaluation System. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning	07/25/2013	05/07/2014	\$500	District Funding	Principal, SBDM, certified staff

### Strategy 2:

Teacher Collaboration - Teachers collaborate to vertically/horizontally align curriculum by creating common pacing guides and assessments.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC's are structured to collaborate on instruction and assessment. The groups meet bi-monthly. Teachers also meet bi-monthly (from same content areas) in common planning periods to continue to align curriculum. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	Principal, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Grade Level PLC's are structured to collaborate on instruction and assessment. The groups meet bi-monthly. Teachers also meet bi-monthly (from same content areas) in common planning periods to continue to align curriculum. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal, Teachers
Professional Learning Communities	Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center.	Professional Learning	08/01/2013	05/30/2014	\$0	All Certified Staff
Highly Qualified Educators	Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention	08/01/2013	05/31/2014	\$0	Principal, SBDM Council
Tell Survey Exploration	Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal, teachers
Targeted Interventions	Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program	08/01/2013	05/31/2014	\$0	Reading/Math teachers, ESS teachers, Data team, principal
ELA Intervention	Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction	08/01/2013	05/31/2014	\$0	Principal, All 5/6 Center Staff
Teacher Reflection	Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning	08/01/2013	05/31/2014	\$0	Certified Staff, Principal

## Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Transition Activities	Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program	07/15/2013	05/30/2014	\$0	District Staff, Principal, and Teachers
Program Review Meetings	Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal, teachers, other program review team members
<b>Total</b>					\$0	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	Utilize support services/activities offered by the FRC	Community Engagement	07/01/2013	06/30/2014	\$0	FRYSC, Principal, Teachers
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
13-14 Professional Development	Teachers will receive quality professional development on Promoting Positive Behavior, Personality Inventories, Team Building, Data Disaggregation, Scrimmage Test/K-Prep preparation/training, and Professional Growth and Evaluation System. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning	07/25/2013	05/07/2014	\$500	Principal, SBDM, certified staff
Math Intervention	Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction	08/01/2013	05/31/2014	\$500	Principal, Math Teachers, Special Education Teachers
Progress Monitoring	Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program	08/01/2013	05/31/2014	\$300	Math/Reading teachers, Data Team, Principal

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Literacy Reviews	The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program	08/01/2013	05/31/2014	\$300	Literacy Team, Program Review Team, Teacher PLC's
Parent Involvement	Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement	07/25/2013	05/30/2014	\$500	All Certified Staff
CIITS Student Assessment	Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process	08/01/2013	05/31/2014	\$150	School CIITS leader(s), Principal
Professional Development - Math	Professional Development opportunities identified to learn new/current effective math strategies to increase the number of students who reach proficiency.	Professional Learning	08/01/2013	05/31/2014	\$300	Math Teachers, Data Team, Principal
On-Demand Writing Reinforcement	The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning	08/01/2013	05/31/2014	\$300	Literacy Team, Principal, Staff
<b>Total</b>					<b>\$2850</b>	



# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The School Report Card indicated that there is a need to reduce novice students in all tested areas and a need to increase proficient students in all tested areas. The School Report Card indicated according to data a need to increase proficient and distinguished students in the gap group.

## **Areas of Strengths**

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

Our school performed well in the area of Achievement and Growth as indicated by Next-Generation Learners data. Our school will continue to strive forward to help every child reach their potential.

## **Opportunities for Improvement**

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

As indicated by the School Report Card, we have need more students to be Proficient or Distinguished in all tested areas. More specifically, we must have more GAP students score Proficient or Distinguished in tested areas. Students have been identified for intervention by using norm referenced assessments and classroom formative assessments. These students have been placed in intervention classes to reinforce basics and to help identify individual student weaknesses.

## **Conclusion**

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

The 5/6 Center staff will continue to work on gaining a better understanding of the Common Core Standards. They will also closely monitor student performance through the use of formative and summative assessments, and the use of CIITS in the classroom. As this process continues the teachers will be able to condense their pacing guide to best serve the individualized needs of all students.

## **KDE Assurances - School**

## Introduction

KDE Assurances - School



**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	We are a 5/6 Center, which only consists of students in 5th and 6th grades. Preschool transition takes place at our district's two elementary schools.	

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

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

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

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

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

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

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://ec56c.edmonson.k12.ky.us/">http://ec56c.edmonson.k12.ky.us/</a>	

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

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

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

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

**Comprehensive School Improvement Plan**

Edmonson County 5/6 Center

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

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

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

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

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**Goal 1:**

The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

46% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2014 as measured by K-Prep results.

**Strategy1:**

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Tier:

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning			08/01/2013	05/31/2014	\$0 - No Funding Required	Certified Staff, Principal

**Strategy2:**

Professional Development - Professional Development opportunities sought to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

Tier:

Activity - Professional Development - Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities identified to learn new/current effective math strategies to increase the number of students who reach proficiency.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Math Teachers, Data Team, Principal

**Strategy3:**

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive



# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Tier:

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2013	05/31/2014	\$150 - District Funding	School CIITS leader(s), Principal

## Measurable Objective 2:

49% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2014 as measured by K-Prep results.

### Strategy1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Tier:

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2013	05/31/2014	\$150 - District Funding	School CIITS leader(s), Principal

### Strategy2:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Tier:

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning			08/01/2013	05/31/2014	\$0 - No Funding Required	Certified Staff, Principal

### Strategy3:

Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core Standards and determine needed instructional improvements.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

**Comprehensive School Improvement Plan**

Edmonson County 5/6 Center

Tier:

Activity - Literacy Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Program Review Team, Teacher PLC's

**Goal 2:**

The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card.

**Measurable Objective 1:**

42% of All Students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2014 as measured by K-Prep results.

**Strategy1:**

Reading Intervention - Star Reading data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Tier:

Activity - On-Demand Writing Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Principal, Staff

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - ELA Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, All 5/6 Center Staff

## Strategy2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

## Measurable Objective 2:

44% of All Students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2014 as measured by K-Prep results.

## Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

## Strategy2:

Math Alignment - Math teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Research Cited: K-prep data

Tier:

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction			08/01/2013	05/31/2014	\$500 - District Funding	Principal, Math Teachers, Special Education Teachers

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**

The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card.

**Measurable Objective 1:**

42% of All Students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2014 as measured by K-Prep results.

**Strategy1:**

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

**Strategy2:**

Reading Intervention - Star Reading data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - On-Demand Writing Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Principal, Staff

Activity - ELA Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be indentified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, All 5/6 Center Staff

## Measurable Objective 2:

44% of All Students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2014 as measured by K-Prep results.

## Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

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## Strategy2:

Math Alignment - Math teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Research Cited: K-prep data

Tier:

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction			08/01/2013	05/31/2014	\$500 - District Funding	Principal, Math Teachers, Special Education Teachers

### Component 3: Instruction By Highly Qualified Teachers and Paraeducators

#### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Tier:

Activity - Highly Qualified Educators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, SBDM Council



## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Tier:

Activity - 13-14 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality professional development on Promoting Positive Behavior, Personality Inventories, Team Building, Data Disaggregation, Scrimmage Test/K-Prep preparation/training, and Professional Growth and Evaluation System. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning			07/25/2013	05/07/2014	\$500 - District Funding	Principal, SBDM, certified staff

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Tier:

Activity - Highly Qualified Educators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, SBDM Council

## Component 6: Parent Involvement

**Parent Involvement**

**Goal 1:**

The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Parent Involvement - Principal and teachers will seek organizations/individuals to support student learning.

Research Cited:

Tier:

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support services/activities offered by the FRC	Community Engagement			07/01/2013	06/30/2014	\$0 - FRYSC	FRYSC, Principal, Teachers

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing weekly newsletters, Infinite Campus access, One Call system, and Title I parent contracts. Parents invited to Open House(s), Muffins with Mom, Donuts with Dad, various school assemblies, SBDM meetings, and PTO meetings.	Community Engagement			07/25/2013	05/30/2014	\$500 - District Funding	All Certified Staff

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**

The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Research Cited:

Tier:

Activity - Transition Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program			07/15/2013	05/30/2014	\$0 - No Funding Required	District Staff, Principal, and Teachers

**Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Goal 1:**

The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

49% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2014 as measured by K-Prep results.

**Strategy1:**

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Tier:

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning			08/01/2013	05/31/2014	\$0 - No Funding Required	Certified Staff, Principal

**Goal 2:**

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Teacher Collaboration - Teachers collaborate to vertically/horizontally align curriculum by creating common pacing guides and assessments.

Research Cited:

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's are structured to collaborate on instruction and assessment. The groups meet bi-monthly. Teachers also meet bi-monthly (from same content areas) in common planning periods to continue to align curriculum. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers

## Strategy2:

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Tier:

Activity - 13-14 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality professional development on Promoting Positive Behavior, Personality Inventories, Team Building, Data Disaggregation, Scrimmage Test/K-Prep preparation/training, and Professional Growth and Evaluation System.	Professional Learning			07/25/2013	05/07/2014	\$500 - District Funding	Principal, SBDM, certified staff

**Component 9: Activities to Ensure that Students Meet State Academic Standards**

**Activities to Ensure that Students Meet State Academic Standards**

**Goal 1:**

The Edmonson County 5/6 Center will increase the combined reading and math K-PREP scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2013 as measured by K-PREP results..

**Strategy1:**

CIITS Development-Implementation - The Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2012-13 school year.

Research Cited: CIITS state directive

Tier:

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the ELA Common Core Standards and using the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2012	05/31/2013	\$150 - District Funding	School CIITS leader, Curriculum Coordinator, Principal

**Goal 2:**

The 5/6 Center will increase the combined reading and math K-PREP scores( proficient-distinguished) for gap students from 31.9% in 2012 to 66% in 2017 as measured by the 2013 Kentucky school report card.

**Measurable Objective 1:**

40% of All Students will demonstrate a proficiency of common core standards in English Language Arts by 06/03/2013 as measured by K-PREP results..

**Strategy1:**

Reading Intervention - Discovery Education data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-PREP school report card,Discovery Education Data, Formative Assessments

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - ELA Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be identified by teachers using classroom formative assessments and Discovery Education assessment. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction and literacy coaching strategies to increase proficiency.	Direct Instruction			08/06/2012	06/03/2013	\$0 - No Funding Required	All Staff, Principal, Curriculum Coordinator

Activity - On- Demand Writing Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the school writing folder. All 5/6 staff will be responsible for the school wide writing program. The staff will use the SPAT method for prewriting in both grades.	Professional Learning			05/03/2012	05/30/2013	\$300 - District Funding	Literacy Team, Principal, Curriculum Coordinator, Staff

### Goal 3:

The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card.

### Measurable Objective 1:

42% of All Students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2014 as measured by K-Prep results.

### Strategy1:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal



**Comprehensive School Improvement Plan**

Edmonson County 5/6 Center

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

**Strategy2:**

Reading Intervention - Star Reading data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Tier:

Activity - ELA Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Principal, Staff

**Measurable Objective 2:**

44% of All Students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2014 as measured by K-Prep results.

**Strategy1:**

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

## Strategy2:

Math Alignment - Math teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Research Cited: K-prep data

Tier:

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction			08/01/2013	05/31/2014	\$500 - District Funding	Principal, Math Teachers, Special Education Teachers

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Available Funds - Funds provided to improve instruction and increase student achievement

Research Cited:

Tier:

Activity - Funding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction.	Other			07/01/2013	06/30/2014	\$0 - Other	District Staff, SBDM, Principal, Teachers

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

## Planning and Accountability Requirements

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

**Goal 1:**

The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

**Measurable Objective 1:**

collaborate to raise proficiency levels in tested areas by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Tell Survey - Collaborate as a staff to strengthen Tell Survey results.

Research Cited:

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly reflect on student learning, their own instruction, and school leadership. Opportunities will be given to staff to share ideas as how to better the instructional process of the 5th/6th Center.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	All Certified Staff

Activity - Tell Survey Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will explore questions from the Tell Survey during PLC's and staff meetings, so that everyone has the same understanding of questions. This is necessary, based on questions from previous years.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers

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

**Goal 1:**

The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

## Measurable Objective 1:

46% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2014 as measured by K-Prep results.

### Strategy1:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Tier:

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning			08/01/2013	05/31/2014	\$0 - No Funding Required	Certified Staff, Principal

### Strategy2:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Tier:

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2013	05/31/2014	\$150 - District Funding	School CIITS leader(s), Principal

### Strategy3:

Professional Development - Professional Development opportunities sought to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

Tier:

Activity - Professional Development - Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities identified to learn new/current effective math strategies to increase the number of students who reach proficiency.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Math Teachers, Data Team, Principal

## Measurable Objective 2:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

49% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2014 as measured by K-Prep results.

## Strategy1:

Teacher Reflection - Time provided for teachers to reflect on classroom instruction.

Research Cited: Best Practice

Tier:

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers reflect on instructional strategies and best practices during PLCs, teacher meetings, and common planning in order to evaluate the strategies' effectiveness and increase proficiency levels.	Professional Learning			08/01/2013	05/31/2014	\$0 - No Funding Required	Certified Staff, Principal

## Strategy2:

Literacy Initiative - The Literacy Team, Program Review Team, and teacher led PLC's will identify curriculum gaps in the ELA Common Core Standards and determine needed instructional improvements.

Research Cited: Lack of Proficient/Distinguished student scores on 2013 K-Prep test

Tier:

Activity - Literacy Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will analyze the student writing folder and make needed adjustments to the Writing Policy and Literacy Plan. The Program Review team will analyze and evaluate the school wide writing curriculum. During PLC's and common planning periods teachers will gather data from student formative and summative assessments aligned to the Common Core Assessments. Professional development opportunities will be identified/provided to increase awareness of On-Demand writing and extended response answers.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Program Review Team, Teacher PLC's

## Strategy3:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Tier:



# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2013	05/31/2014	\$150 - District Funding	School CIITS leader(s), Principal

## Goal 2:

Proficiency - increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

## Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

## Strategy1:

Professional Development - Professional Development opportunities sought to raise proficiency levels in all areas.

Research Cited: Lack of Proficient/Distinguished scores on K-Prep

Tier:

Activity - Highly Qualified Educators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, SBDM Council

Activity - 13-14 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality professional development on Promoting Positive Behavior, Personality Inventories, Team Building, Data Disaggregation, Scrimmage Test/K-Prep preparation/training, and Professional Growth and Evaluation System. PD360 will be utilized as well for various professional opportunities for certified staff.	Professional Learning			07/25/2013	05/07/2014	\$500 - District Funding	Principal, SBDM, certified staff

## Strategy2:

Teacher Collaboration - Teachers collaborate to vertically/horizontally align curriculum by creating common pacing guides and assessments.

Research Cited:

Tier:

**Comprehensive School Improvement Plan**

Edmonson County 5/6 Center

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC's are structured to collaborate on instruction and assessment. The groups meet bi-monthly. Teachers also meet bi-monthly (from same content areas) in common planning periods to continue to align curriculum. Teachers continue to monitor progress towards meeting reading and math goals. Data will be used to identify trends or achievement gaps.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers

**Strategy3:**

Available Funds - Funds provided to improve instruction and increase student achievement

Research Cited:

Tier:

Activity - Funding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These funds are made available to the 5/6 Center: Title I, Title II, Title VI, ESS, Professional Development, Safe School, and SBDM allocations, which are from the local level. All these funds are used to provide staff/resources for effective instruction.	Other			07/01/2013	06/30/2014	\$0 - Other	District Staff, SBDM, Principal, Teachers

**All children were screened for kindergarten readiness.**

**Goal 1:**

The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Research Cited:

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - Transition Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program			07/15/2013	05/30/2014	\$0 - No Funding Required	District Staff, Principal, and Teachers

**Narrative:**

There are no Kindergarten students at the school.

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

**Goal 1:**

The Edmonson County 5/6 Center will provide opportunities for all students to achieve proficiency by reducing barriers to learning.

**Measurable Objective 1:**

collaborate to increase student proficiency by decreasing barriers to learning by 05/30/2014 as measured by K-Prep data and analysis.

**Strategy1:**

Transition to 5/6 Center - Activities offered for incoming 5th graders to transition smoothly to our school.

Research Cited:

Tier:

Activity - Transition Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students are offered school transition tours, and are invited to orientation activities at the 5th/6th Center each July. All students are invited to Back to School Bash.	Academic Support Program			07/15/2013	05/30/2014	\$0 - No Funding Required	District Staff, Principal, and Teachers

**Narrative:**

There are no kindergarten students at this school.

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

**Goal 1:**

The Edmonson County 5/6 Center will increase the combined reading and math K-Prep scores to the delivery target of 69.4 by 2017 as evidenced by the school report card.

**Measurable Objective 1:**

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

49% of All Students will demonstrate a proficiency in literacy in English Language Arts by 05/31/2014 as measured by K-Prep results.

## Strategy1:

CIITS Development-Implementation - Edmonson County 5/6 Center staff will continue to use CIITS as a tool for student assessment and lesson planning for the 2013-2014 school year.

Research Cited: CIITS state directive

Tier:

Activity - CIITS Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Policy and Process			08/01/2013	05/31/2014	\$150 - District Funding	School CIITS leader(s), Principal

## Narrative:

There are no third grade students at this school.

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

The Edmonson County 5/6 Center will increase achievement for all student gap groups so that the gap decreases from 31.9% in 2012 to 66% in 2017 as measured by the 2014 school report card.

## Measurable Objective 1:

42% of All Students will demonstrate a proficiency of knowledge of common core standards in English Language Arts by 05/31/2014 as measured by K-Prep results.

## Strategy1:

Reading Intervention - Star Reading data and classroom formative assessments will help target gap students for Corrective Reading instruction which includes strategies in decoding and comprehension.

Research Cited: K-Prep data, School Report Card, Star Reading data, Formative Assessments

Tier:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

Activity - ELA Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling gap students will be identified by teachers using classroom formative assessments and Star Reading assessments. Teacher led PLC's will discuss and implement RTI classroom interventions and Corrective Reading placement. Teacher literacy instruction will include classroom modifications, small group instruction, and literacy coaching strategies to increase proficiency.	Direct Instruction			08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, All 5/6 Center Staff

Activity - On-Demand Writing Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Literacy Team will be actively involved in monitoring and improving the quality of writing included in the student writing folders. All 5/6 Center staff will be responsible for (providing student writing pieces) the school wide writing program. The staff will use the SPAT method for prewriting.	Professional Learning			08/01/2013	05/31/2014	\$300 - District Funding	Literacy Team, Principal, Staff

## Strategy2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

## Measurable Objective 2:

44% of All Students will demonstrate a proficiency of knowledge of common core standards in Mathematics by 05/31/2014 as measured by K-Prep results.

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

## Strategy1:

Math Alignment - Math teachers will continue to develop pacing guides, will administer formative assessments aligned to the Common Core Standards, and will continue to use student friendly learning targets.

Research Cited: K-prep data

Tier:

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify struggling gap students using classroom formative assessments, IXL, Sum Dog, and Star Math data. Teach led PLCs will discuss RTI classroom interventions and corrective help placement for reinforcing basic skills.	Direct Instruction			08/01/2013	05/31/2014	\$500 - District Funding	Principal, Math Teachers, Special Education Teachers

## Strategy2:

Progress Monitoring - Progress of GAP students closely monitored to raise proficiency levels.

Research Cited: Lack of Proficient/Distinguished GAP student scores on 2013 K-Prep test

Tier:

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific reading/math standards will be targeted with specific GAP students by using interim assessments (to decrease the number of novice/apprentice students).	Academic Support Program			08/01/2013	05/31/2014	\$0 - No Funding Required	Reading/Math teachers, ESS teachers, Data team, principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on all GAP students by closely monitoring their progress using STAR Enterprise and SRA assessments, and will alter interventions when necessary.	Academic Support Program			08/01/2013	05/31/2014	\$300 - District Funding	Math/Reading teachers, Data Team, Principal

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

## Goal 1:

The Edmonson County 5/6 Center faculty/staff will continue to collaborate to raise proficiency levels in all areas.

## Measurable Objective 1:

# Comprehensive School Improvement Plan

Edmonson County 5/6 Center

collaborate to raise proficiency levels in tested areas by 05/30/2014 as measured by K-Prep data and analysis.

## Strategy1:

Program Review Teams - collaborate with school and district staff to ensure proficiency in the Program Review areas

Research Cited:

Tier:

Activity - Program Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teams will regularly meet to self-assess the areas of Writing, Practical Living/Career Studies, Arts and Humanities, and World Language. Collaboration will take place between administrative teams at the district level as well. Evidence will continuously be gathered to support scores assigned by the Program Review Teams.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers, other program review team members