



Comprehensive School Improvement Plan

Kyrock Elementary School
Edmonson County School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

 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?

Kyrock Elementary School is located in the rural community of Sweeden, Kentucky and consists of preschool through fourth grade with an enrollment of 344 students of which 68% qualify for free or reduced lunches. Our enrollment has increased by approximately 20 students over 2012 numbers and our percentage of students qualifying for free or reduced lunch has also increased by 3%. Of the school population, 72% of students meet gap criteria.

The community consists of many third, fourth, fifth and sixth generation families. This allows for a very close family oriented place to live. The school employs 25 teachers along with 19 support staff (i.e. custodians, cooks, instructional assistants). Of that number, 38 live within the school's district making them very connected to the community and giving them a good understanding of the personality of the community.

Some of the challenges experienced at Kyrock over the last three years include a reduction in staff due to budget cuts which has proved a considerable hurdle for the school. All personnel have seen an increase in responsibilities along with implementation of Common Core Academic Standards and program reviews. Our parent teacher organization has had to fund some of the extension programs we offer in order to continue to provide a high level of service to our students. Additionally, several of our students live with care-givers other than their parents and we have a higher than average (23.68%) number of students with learning disabilities.

Our county also faces unique challenges. For example, unemployment rates in the county fluctuated from 8% up to 18% over the last three years and are the highest in this part of the state. Currently the rate is at 9.1%. Adult illiteracy rates in the county are also high at 17.4% and the median income of the count is \$26,000. As a rural community, there is very little industry or job opportunities in the county which forces many workers to commute. The rate of students leaving high school and enrolling post-secondary studies has gradually increased over the last three years, but still many in our community are unable to afford a post-secondary education or see its value. Despite these economic challenges, our community is very supportive of school with volunteer hours and fundraisers.

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.

Purpose Statement:

Kyrock Elementary believes that all children in our community should be able to attend and benefit from the educational services our school provides. All children have the capacity to learn. We recognize that children learn in different ways and at different rates. We believe that high expectations bring high results. We believe it is the school's responsibility to provide the expertise and resources available to promote each student's development to his/her highest potential.

Mission Statement:

The Kyrock Elementary School staff accepts the responsibility of providing a balanced curriculum which includes the use of available resources, professional expertise, the cooperative efforts of the school and community, and a conducive learning environment to develop all students in confident, productive, and self sufficient individuals.

Program Offerings and Expectations:

Professional Development is ongoing for staff in order to incorporate highly effective teaching and learning strategies that encompass different abilities and learning styles. All students have access to a comprehensive curriculum that includes instruction in the arts and humanities, practical living and career studies. Students have opportunities to participate in services that promote learning growth (i.e. Gifted & Talented, Special Education, RTI, Leadership, and Community Services). Frequent assessments are utilized to monitor student progress and adjust individual instruction in order for students to meet or exceed learning standards. Program offerings (i.e. Reading Street, Reading Mastery, Lexia Core 5, Barton's Reading and Spelling, Accelerated Reader, Junior Great Books, Go-Math, Study Island) and assessments (STAR Enterprise) are research-based and implemented strategically.

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.

K-Prep data shows that Kyrock School has continued to increase the percentage of students scoring proficient or distinguished in reading, math, and science. Current K-Prep data ranks Kyrock School at the 86th percentile. This is an increase of 17 percentile points from the 2011-2012 K-Prep results. Academic trend data also shows that we have made considerable improvement in closing the gap among students with disabilities.

Through the use of Professional Learning Communities scheduled into the school calendar, Kyrock School has aligned curriculum standards, assessments, and analyzed student work to guide instruction.

Academic and behavioral components of RTI using research based methods and assessments have been incorporated routinely.

Professional Development in the areas of formative and summative assessments along with highly effective teaching strategies has made a major impact on student learning.

Continued areas for improvement include increasing the percentage of students scoring proficient and distinguished in reading, math, science and language mechanics along with closing the achievement gap for students with disabilities and maintaining appropriate growth rates from grade level to grade level.

Additional Information

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

Kyrock Elementary School has a long history of academic success and community spirit. We have an active PTO and supportive parents tracing back to the school's beginnings. Kyrock School was organized as a school for the children of the mining workers at the Kentucky Rock and Asphalt Company. Later it was moved to its present location. The school has seen many changes over the years. At its inception, the school served grades 1 through 12 holding its first graduation in 1930. Then in 1960 the school became a 1-8 school. In 1980, the school was again restructured into a K-5 school and finally in 2004 restructured into a PK-4 school. All that remains of the early Kyrock community is the school and church. However, many families still gather each summer to celebrate the Kyrock Mining Community with the annual Kyrock Days. This sense of community pride and spirit has kept Kyrock strong and steady for many years.

2013-2014 Comprehensive School Improvement Plan

Overview

Plan Name

2013-2014 Comprehensive School Improvement Plan

Plan Description

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	Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$3000
2	Increase the percentage of gap students (free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2500
3	Provide opportunities necessary for all students to achieve proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
4	Increase the percentage of proficient and/or distinguished programs in writing, arts and humanities, K-3 primary and practical living/career studies	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Educate all teachers on the Professional Growth Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Educate all leadership on the Professional Growth Effective System.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy 1:

Professional Learning Communities - Teachers will work to develop common assessments utilizing Ciits and monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement. Teachers will work to develop lesson plans that are standards driven based on highly effective teaching strategies.

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop lesson plans that are aligned with curriculum maps and based on best practices.	Professional Learning	02/04/2013	05/30/2014	\$0	No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to develop common assessments utilizing Ciits and/or other resources. Teachers will monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement.	Professional Learning	09/28/2012	05/30/2014	\$0	No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily schedules will be adjusted to allow more blocks of uninterrupted instructional time and common planning time by grade level and school-wide to improve the use of instructional time as indicated by TELL survey results.	Policy and Process	08/01/2013	05/30/2014	\$0	No Funding Required	Principal and Teachers

(shared) Strategy 2:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program	08/06/2012	05/30/2014	\$0	No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor
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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program	08/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Curriculum Coordinator

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program	08/01/2013	05/30/2014	\$1000	Grant Funds	Principal and Teachers

Strategy 3:

Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through affiliations with GRREC and PD 360 along with other available resources, teachers can receive quality professional development in best practices, assessment and interventions.	Professional Learning	08/06/2012	05/30/2014	\$2000	School Council Funds	Principal, Teachers, Curriculum Coordinator

Activity - Highly Qualified Educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	05/30/2014	\$0	District Funding	Principal, SBDM council

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students dropping out of school. by 05/30/2014 as measured by STAR Reading assessments.

(shared) Strategy 1:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program	08/06/2012	05/30/2014	\$0	No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program	08/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Curriculum Coordinator
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program	08/01/2013	05/30/2014	\$1000	Grant Funds	Principal and Teachers

Goal 2: Increase the percentage of gap students(free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy 1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program	11/05/2012	05/30/2014	\$0	No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program	12/03/2012	05/30/2014	\$2500	School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator
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Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program	08/06/2012	05/30/2014	\$0	No Funding Required	Principal, Counselor, Teachers

Goal 3: Provide opportunities necessary 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:

Community/Parent Involvement - Principal and teachers will seek out organizations and 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement	07/29/2013	05/30/2014	\$0	State Funds	Principal and Teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize support activities offered by the FRC.	Community Engagement	08/01/2013	05/30/2014	\$0	FRYSC	Principal, FRYSC, Teachers

Strategy 2:

Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administer Brigance kindergarten screener in August of each year.	Academic Support Program	08/01/2013	05/30/2014	\$0	State Funds	Principal and Teachers
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Goal 4: Increase the percentage of proficient and/or distinguished programs in writing, arts and humanities, K-3 primary and practical living/career studies

Measurable Objective 1:

collaborate to improve the overall score for program reviews by 05/30/2014 as measured by Program Review Indexes.

Strategy 1:

Program Review Improvement Plans - By following the strategies outlined in each program's improvement plan, teachers will provide a comprehensive curriculum to all students.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through professional learning communities scheduled throughout the school year, teachers will have the opportunity to visit components of the program improvement plans to design instruction, assessments and locate community resources to improve each program.	Policy and Process	08/06/2012	05/30/2014	\$0	No Funding Required	Principal, Arts and Humanities Teacher, Practical Living/Career Studies Teachers, Classroom Teachers

Goal 5: Educate all teachers on the Professional Growth Effectiveness System.

Measurable Objective 1:

collaborate to introduce the Danielson Framework to staff members by 05/30/2014 as measured by completed PD documentation.

Strategy 1:

Professional Learning Communities - Review components of the framework to ensure understanding of each domain's components and critical attributes.

Activity - Ciits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning	08/01/2013	05/30/2014	\$0	Other	Principal and Teachers

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review components of the framework during PLCs at each grade level.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	Principal and Teachers

Goal 6: Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:

collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy 1:

Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Activity - Monitor Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process	10/07/2013	05/30/2014	\$0	No Funding Required	Principal, teachers

Activity - Tell Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other	10/07/2013	05/30/2014	\$0	No Funding Required	Principal and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program	12/03/2012	05/30/2014	\$2500	Teachers, Principal, Support Staff, Curriculum Coordinator
Professional Development	Through affiliations with GRREC and PD 360 along with other available resources, teachers can receive quality professional development in best practices, assessment and interventions.	Professional Learning	08/06/2012	05/30/2014	\$2000	Principal, Teachers, Curriculum Coordinator
Total					\$4500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program	08/01/2013	05/30/2014	\$1000	Principal and Teachers
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ciits	Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal and Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Parent Involvement	Increase support of learning by providing weekly newsletters, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement	07/29/2013	05/30/2014	\$0	Principal and Teachers
Brigance	Administer Brigance kindergarten screener in August of each year.	Academic Support Program	08/01/2013	05/30/2014	\$0	Principal and Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tell Survey	Review tell survey results to ensure clarification and develop improvement strategies.	Other	10/07/2013	05/30/2014	\$0	Principal and Teachers
Progress Monitoring	Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program	11/05/2012	05/30/2014	\$0	Teachers, Guidance Counselor, Principal, Curriculum Coordinator
Monitor Curriculum Implementation	Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process	10/07/2013	05/30/2014	\$0	Principal, teachers
Curriculum	Develop lesson plans that are aligned with curriculum maps and based on best practices.	Professional Learning	02/04/2013	05/30/2014	\$0	Principal, Teachers, Curriculum Coordinator
Accelerated Reader	Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program	08/01/2013	05/30/2014	\$0	Teachers, Curriculum Coordinator
IEP	Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program	08/06/2012	05/30/2014	\$0	Principal, Counselor, Teachers
Professional Learning Communities	Through professional learning communities scheduled throughout the school year, teachers will have the opportunity to visit components of the program improvement plans to design instruction, assessments and locate community resources to improve each program.	Policy and Process	08/06/2012	05/30/2014	\$0	Principal, Arts and Humanities Teacher, Practical Living/Career Studies Teachers, Classroom Teachers

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Schedule	Daily schedules will be adjusted to allow more blocks of uninterrupted instructional time and common planning time by grade level and school-wide to improve the use of instructional time as indicated by TELL survey results.	Policy and Process	08/01/2013	05/30/2014	\$0	Principal and Teachers
Assessment	Teachers will work to develop common assessments utilizing Ciits and/or other resources. Teachers will monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement.	Professional Learning	09/28/2012	05/30/2014	\$0	Principal, Teachers, Curriculum Coordinator
Professional Learning Communities	Review components of the framework during PLCs at each grade level.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal and Teachers
Interventions	Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program	08/06/2012	05/30/2014	\$0	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	Utilize support activities offered by the FRC.	Community Engagement	08/01/2013	05/30/2014	\$0	Principal, FRYSC, Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/30/2014	\$0	Principal, SBDM council
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Kyrock Elementary School received an overall score of 67.2 on the 2012-2013 K-Prep assessment and was ranked 86th in the state among elementary schools. This ranking moves us from the Needs Improvement classification to the Proficient/Progressing classification. Third grade students were tested in reading and math. Fourth grade students were tested in reading, math, science and language mechanics. This year's accountability model included components from the Next Generation Learners profile which is comprised of Achievement (30%), Gap (30%), and Growth (40%)>

ACHIEVEMENT:

What percentage of students are scoring at the proficient or distinguished levels in each subject area? Has the percentage of proficient and distinguished scores increased or decreased from 2012?

Achievement Raw Score = 81.5 Increase of 1.1 points

Reading (3rd & 4th combined) 73.1 Increase of 1.1 points

Math (3rd & 4th combined) 71.7 Increase of .9 points

Science (4th) 100.0 Increase of .6 points

Language Mechanics (4th) 79.6 Increase of 1.0 points

GAP:

Are our gap group students performing as well as their non-gap group peers? What is the percentage of students scoring proficient and distinguished in each subject area?

Math (3rd & 4th combined) All students: 54.2% Disability Group: 26.9% Free & Reduced Lunch: 55.4%

Reading (3rd & 4th combined) All students: 56.1% Disability Group: 38.5% Free & Reduced Lunch: 51.4%

Science (4th) All students: 90.4% Disability Group: 78.6% Free & Reduced Lunch: 89.5%

Language Mechanics (4th) All students: 57.7% Disability Group: 28.6% Free & Reduced Lunch: 55.3%

GROWTH:

What percentage of students had typical or higher average growth from 3rd to 4th grade?

Math 64.6% of students had typical or higher average growth. This was an increase of 5% from 2011-2012.

Reading 56.3% of students had typical or higher average growth. This was an increase of 8.2% from 2011-2012.

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?

AREAS OF STRENGTH:

1. Kyrock School was above the state average for overall Achievement in all subject areas.

We reduced our Novice and increased our proficient in reading.

We had a large increase in the number of students scoring distinguished in math.

We had 90% of students who scored proficient or distinguished in science.

2. Kyrock was above the state average in percentage of Gap Group scoring proficient and distinguished in all subject areas.

3. Kyrock improved its percentage of students making typical/high growth and was above the state average.

Reading:

2012 Typical/High Growth - 48.1%

2013 Typical/High Growth - 56.3%

Math:

2012 Typical/High Growth - 59.6%

2013 Typical/High Growth - 64.6%

Academic achievement is an area of strength. Kyrock School made very deliberate changes in curriculum (i.e. teaching and assessing standards, implementation of curriculum maps and pacing guides) and assessment (i.e. formative and summative assessments, extended response) in order to meet the intent of the Common Core Standards. While we were above the state average for all areas of the Next Generation Learner profile and celebrate our proficient school status, we feel that all areas require due vigilance in order to meet individual students needs and continue to progress in all areas.

Continued use of PLCs for reflection and identifying student needs will help promote further academic achievement. Utilizing all personnel in their area of expertise (i.e. special education, gifted & talented, instructional assistants) will enable teachers to focus on individual student achievement and growth.

Opportunities for Improvement

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

Continued improvement in all three areas of Achievement, Gap and Growth are needed in order for Kyrock to continue to improve and move higher in the percentile rankings and remain at least at the proficiency level. Some improvement steps have already been introduced prior to release of data including:

1. Continued standard refinement among grade levels and across grade levels.
2. Progress monitoring of standards implementation.
2. Assignment of support personnel to better meet individual needs in the areas of reading and math.
3. Implementation of math diagnostics to help guide instruction and remediation.
4. Adjustment of writing plan and expectations at each grade level in order to improve student's overall writing and language mechanics.
5. Use of STAR Enterprise data to help guide individual and group instruction.
6. Careful assignment of personnel who provides accommodations. (Build rapport)
7. Model classroom assessments after state testing format.

As with most schools, we need to continue working to close the gap among our students with disabilities especially in the area of math. This year we are focusing more on gap students and providing additional support for them where needed.

Because we are a K-4 school, our growth score stems from student growth from third to fourth grade. Aside from having more difficult learning standards, these students are expected to show learning with more extended response items which has proven difficult for students of this age. The principal and curriculum coordinator have met with each fourth grade student to discuss previous scores along with successes and challenges each student met. A goal for growth was set for each student. Instructional time has been adjusted to allow for more individual and small group instruction in order for ALL students to improve, not just those who scored novice or apprentice.

To increase higher level thinking and student performance on extended response items, third and fourth grade classes will implement strategies for:

1. DR-TA (Directed Reading - Thinking Activity)
2. Small group work using Common Core Clinics
3. Extended Response items built into regular classroom assessments.
4. Timed testing.
5. Open library time to provide more reading opportunities.

Conclusion

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

We were very disappointed that we missed the Proficiency mark by one percentile after the 2011-2012 K-Prep results were released so we were thrilled to receive this year's scores and see all of the areas of improvement and make the 86th percentile. We feel that we are headed in the right direction and need to continue to maintain our vigilance with assessing students frequently in order to guide all instruction and implement more targeted interventions in order for students to achieve at higher and higher levels. Teachers have more awareness of individual student needs through PLC analysis and reflection on data and are able to make better decisions regarding instruction.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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

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

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

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

Comprehensive School Improvement Plan

Kyrock Elementary School

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

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

Kyrock Elementary School

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		

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		

Comprehensive School Improvement Plan

Kyrock Elementary School

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	http://kes.edmonson.k12.ky.us/ http://boe.edmonson.k12.ky.us/	

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

Kyrock Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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:
Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:
collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:
Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.
Research Cited:
Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through affiliations with GRREC and PD 360 along with other available resources, teachers can receive quality professional development in best practices, assessment and interventions.	Professional Learning			08/06/2012	05/30/2014	\$2000 - School Council Funds	Principal, Teachers, Curriculum Coordinator

Strategy2:
RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.
Research Cited:
Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Comprehensive School Improvement Plan

Kyrock Elementary School

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Strategy3:

Professional Learning Communities - Teachers will work to develop common assessments utilizing Ciits and monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement. Teachers will work to develop lesson plans that are standards driven based on highly effective teaching strategies.

Research Cited:

Tier:

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop common assessments utilizing Ciits and/or other resources. Teachers will monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement.	Professional Learning			09/28/2012	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop lesson plans that are aligned with curriculum maps and based on best practices.	Professional Learning			02/04/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be adjusted to allow more blocks of uninterrupted instructional time and common planning time by grade level and school-wide to improve the use of instructional time as indicated by TELL survey results.	Policy and Process			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Goal 2:

Increase the percentage of gap students (free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Comprehensive School Improvement Plan

Kyrock Elementary School

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

Activity - IEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Goal 3:

Provide opportunities necessary 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:

Comprehensive School Improvement Plan

Kyrock Elementary School

Community/Parent Involvement - Principal and teachers will seek out organizations and 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 activities offered by the FRC.	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, FRYSC, 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement			07/29/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Strategy2:

Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Research Cited:

Tier:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Brigance kindergarten screener in August of each year.	Academic Support Program			08/01/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the percentage of gap students(free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

Activity - IEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Comprehensive School Improvement Plan

Kyrock Elementary School

Goal 2:

Educate all teachers on the Professional Growth Effectiveness System.

Measurable Objective 1:

collaborate to introduce the Danielson Framework to staff members by 05/30/2014 as measured by completed PD documentation.

Strategy1:

Professional Learning Communities - Review components of the framework to ensure understanding of each domain's components and critical attributes.

Research Cited:

Tier:

Activity - Ciits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning			08/01/2013	05/30/2014	\$0 - Other	Principal and Teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review components of the framework during PLCs at each grade level.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Goal 3:

Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:

collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy1:

Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Research Cited:

Tier:

Comprehensive School Improvement Plan

Kyrock Elementary School

Activity - Monitor Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:
 Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:
 collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:
 Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.
 Research Cited:
 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	05/30/2014	\$0 - District Funding	Principal, SBDM council

Goal 2:
 Educate all teachers on the Professional Growth Effectiveness System.

Measurable Objective 1:
 collaborate to introduce the Danielson Framework to staff members by 05/30/2014 as measured by completed PD documentation.

Strategy1:
 Professional Learning Communities - Review components of the framework to ensure understanding of each domain's components and critical attributes.
 Research Cited:
 Tier:

Comprehensive School Improvement Plan

Kyrock Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review components of the framework during PLCs at each grade level.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Activity - Ciits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning			08/01/2013	05/30/2014	\$0 - Other	Principal and Teachers

Goal 3:

Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:

collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy1:

Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Research Cited:

Tier:

Activity - Monitor Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

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 averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.

Research Cited:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through affiliations with GRREC and PD 360 along with other available resources, teachers can receive quality professional development in best practices, assessment and interventions.	Professional Learning			08/06/2012	05/30/2014	\$2000 - School Council Funds	Principal, Teachers, Curriculum Coordinator

Goal 2:

Educate all teachers on the Professional Growth Effectiveness System.

Measurable Objective 1:

collaborate to introduce the Danielson Framework to staff members by 05/30/2014 as measured by completed PD documentation.

Strategy1:

Professional Learning Communities - Review components of the framework to ensure understanding of each domain's components and critical attributes.

Research Cited:

Tier:

Comprehensive School Improvement Plan

Kyrock Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review components of the framework during PLCs at each grade level.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Activity - Ciits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning			08/01/2013	05/30/2014	\$0 - Other	Principal and Teachers

Goal 3:

Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:

collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy1:

Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Research Cited:

Tier:

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Activity - Monitor Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.

Research Cited:

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	05/30/2014	\$0 - District Funding	Principal, SBDM council

Goal 2:

Educate all teachers on the Professional Growth Effectiveness System.

Measurable Objective 1:

collaborate to introduce the Danielson Framework to staff members by 05/30/2014 as measured by completed PD documentation.

Strategy1:

Professional Learning Communities - Review components of the framework to ensure understanding of each domain's components and critical attributes.

Research Cited:

Tier:

Comprehensive School Improvement Plan

Kyrock Elementary School

Activity - Ciits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate teachers on the use of Ciits Educator Development Suite to implement components of the TPGES.	Professional Learning			08/01/2013	05/30/2014	\$0 - Other	Principal and Teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review components of the framework during PLCs at each grade level.	Professional Learning			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Goal 3:

Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:

collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy1:

Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Research Cited:

Tier:

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Activity - Monitor Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal, teachers

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Provide opportunities necessary 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:

Community/Parent Involvement - Principal and teachers will seek out organizations and 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 activities offered by the FRC.	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, FRYSC, 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement			07/29/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Provide opportunities necessary 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:

Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Research Cited:

Tier:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Brigance kindergarten screener in August of each year.	Academic Support Program			08/01/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Strategy2:

Community/Parent Involvement - Principal and teachers will seek out organizations and 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 activities offered by the FRC.	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, FRYSC, 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement			07/29/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Narrative:

1. Our Preschool program serves three/four year olds who have a developmental delay in an area such as: motor, speech, socialization/self help, and cognition.
2. Preschool also serves 4 year old children who are at risk due to low-income guidelines.
3. Any Preschool child who exhibits developmental delays after a thirty-day RTI period is assessed using the Battelle Developmental Inventory-2. The Battelle Developmental Inventory-2 is a standardized assessment tool that indicates whether or not the child has a specific delay and qualifies for special education services.
4. Preschool provides "Play days" throughout the school year in order to educate parents on how to prepare their child for Kindergarten. Parents are invited into the school and Family Resource Center Employees provide specific parental training related to reading and Kindergarten readiness.
5. Preschool uses the Kentucky Early Childhood Standards as a framework to prepare children for Kindergarten by monitoring important skills, which are provided in daily lesson plans.
6. Preschool uses the progress reporting system known as Teaching Strategies Gold, this online reporting system is sent directly to the KDE and provides specific objectives in all learning domains. These objectives are reported twice annually to the state department, and serves as a tool to show individual student growth.

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:

Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 60 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

Professional Learning Communities - Teachers will work to develop common assessments utilizing Ciits and monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement. Teachers will work to develop lesson plans that are standards driven based on highly effective teaching strategies.

Research Cited:

Tier:

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop common assessments utilizing Ciits and/or other resources. Teachers will monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement.	Professional Learning			09/28/2012	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Goal 2:

Increase the percentage of gap students(free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Comprehensive School Improvement Plan

Kyrock Elementary School

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Activity - IEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 60 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Research Cited:

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Goal 2:

Increase the percentage of gap students(free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

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Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 60 as evidenced by the school report card.

Measurable Objective 1:

collaborate to have all students reading on grade level in order to prevent students dropping out of school. by 05/30/2014 as measured by STAR Reading assessments.

Strategy1:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Research Cited:

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program			08/01/2013	05/30/2014	\$1000 - Grant Funds	Principal and Teachers

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Measurable Objective 2:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Research Cited:

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program			08/01/2013	05/30/2014	\$1000 - Grant Funds	Principal and Teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Goal 2:

Increase the percentage of gap students (free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional

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Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

Activity - IEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Goal 3:

Provide opportunities necessary 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:

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

Research Cited:

Tier:

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Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support activities offered by the FRC.	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, FRYSC, 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement			07/29/2013	05/30/2014	\$0 - State Funds	Principal and 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:
Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 62.2 as evidenced by the school report card.

Measurable Objective 1:
collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:
Professional Learning Communities - Teachers will work to develop common assessments utilizing Ciits and monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement. Teachers will work to develop lesson plans that are standards driven based on highly effective teaching strategies.

Research Cited:

Tier:

Activity - Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be adjusted to allow more blocks of uninterrupted instructional time and common planning time by grade level and school-wide to improve the use of instructional time as indicated by TELL survey results.	Policy and Process			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Goal 2:
Educate all leadership on the Professional Growth Effective System.

Measurable Objective 1:
collaborate to implement more effective principal leadership. by 05/30/2014 as measured by completed pilot program documentation..

Strategy1:
Professional Learning Communities - Investigate the PGES to develop understanding of the domains, components, and indicators.

Research Cited:

Tier:

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Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review tell survey results to ensure clarification and develop improvement strategies.	Other			10/07/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Activity - Monitor Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lesson plans, curriculum maps, work folders to ensure proper administration of common core standards.	Policy and Process			10/07/2013	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:
Proficiency - Increase the averaged combined reading and math K-Prep scores from 55.8 to 60 as evidenced by the school report card.

Measurable Objective 1:
collaborate to have all students reading on grade level in order to prevent students dropping out of school. by 05/30/2014 as measured by STAR Reading assessments.

Strategy1:
RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Research Cited:

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program			08/01/2013	05/30/2014	\$1000 - Grant Funds	Principal and Teachers

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Measurable Objective 2:

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2013 K-PREP.

Strategy1:

RTI - Students who are not making adequate progress will be able to work in small groups/individually with support staff/classroom teachers to target specific areas of deficit.

Research Cited:

Tier:

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade students will utilize the Study Island program to assist with reaching common core standards.	Academic Support Program			08/01/2013	05/30/2014	\$1000 - Grant Funds	Principal and Teachers

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the Accelerated Reader program and open library to increase reading levels.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Teachers, Curriculum Coordinator

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet regularly with curriculum coordinator to monitor and modify student intervention services (i.e. Lexia, Power Reading, Go Math Strategic Intervention) as outlined in the Kyrock Elementary School RTI Handbook. Third and fourth grade students have the opportunity to receive additional instruction using Common Core Clinics to focus on specific areas of concern.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Teachers, Principal, Support Staff, Curriculum Coordinator, Counselor

Strategy2:

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Kyrock Elementary School

Professional Learning Communities - Teachers will work to develop common assessments utilizing Ciits and monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement. Teachers will work to develop lesson plans that are standards driven based on highly effective teaching strategies.

Research Cited:

Tier:

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop lesson plans that are aligned with curriculum maps and based on best practices.	Professional Learning			02/04/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop common assessments utilizing Ciits and/or other resources. Teachers will monitor student progress towards meeting reading and math goals. Data will be used to identify trends or gaps in achievement.	Professional Learning			09/28/2012	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be adjusted to allow more blocks of uninterrupted instructional time and common planning time to improve the use of instructional time as indicated by TELL survey results.	Policy and Process			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

Strategy3:

Professional Development - Provide professional development in the areas of reading, math, writing, technology, and assessment.

Research Cited:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through affiliations with GRREC and PD 360 along with other available resources, teachers can receive quality professional development in best practices, assessment and interventions.	Professional Learning			08/06/2012	05/30/2014	\$2000 - School Council Funds	Principal, Teachers, Curriculum Coordinator

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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	05/30/2014	\$0 - District Funding	Principal, SBDM council

All children were screened for kindergarten readiness.

Goal 1:

Provide opportunities necessary 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:

Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Research Cited:

Tier:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Brigance kindergarten screener in August of each year.	Academic Support Program			08/01/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

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

Goal 1:

Provide opportunities necessary 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:

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Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Research Cited:

Tier:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Brigance kindergarten screener in August of each year.	Academic Support Program			08/01/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

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

Goal 1:

Provide opportunities necessary 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:

Community/Parent Involvement - Principal and teachers will seek out organizations and 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 activities offered by the FRC.	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, FRYSC, 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, open house, parent/teacher conferences, and Fall into Reading and Math programs. Parents are invited to participate in and serve on various school committees including Title 1 parent-teacher -student contracts.	Community Engagement			07/29/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

Strategy2:

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Kindergarten Readiness - All students will be screened using the Brigance assessment tool to help identify any developmental delays or areas of strength.

Research Cited:

Tier:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Brigance kindergarten screener in August of each year.	Academic Support Program			08/01/2013	05/30/2014	\$0 - State Funds	Principal and Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the percentage of gap students (free and reduced lunch and students with disabilities) scoring proficient in reading and math by 5%.

Measurable Objective 1:

collaborate to increase gap group scores in each academic area by 05/30/2014 as measured by 2013 -2104 K-Prep .

Strategy1:

Professional Learning Communities - Regular classroom and special education teachers work together through the use of Professional Learning Communities scheduled into the school calendar during the school day to align curriculum standards/common core standards, assessment, and analyze student work to guide instruction.

Research Cited:

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade gap students will have the opportunity to receive additional instruction using Common Core Clinics and Study Island to focus on specific areas of concern.	Academic Support Program			12/03/2012	05/30/2014	\$2500 - School Council Funds	Teachers, Principal, Support Staff, Curriculum Coordinator

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Frequent monitoring of student progress towards common core mastery will be conducted each month and reported at each PLC in order to help guide additional instruction needed based on individual needs.	Academic Support Program			11/05/2012	05/30/2014	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal, Curriculum Coordinator

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Activity - IEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers collaborate with regular classroom teachers in order to prepare IEPs that are individualized and monitored weekly in order to receive core instruction along with specially designed instruction to target the specific area(s) of weakness.	Academic Support Program			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Counselor, Teachers

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

Goal 1:

Increase the percentage of proficient and/or distinguished programs in writing, arts and humanities and practical living/career studies.

Measurable Objective 1:

collaborate to improve the overall score for program reviews by 05/30/2014 as measured by Program Review Indexes.

Strategy1:

Program Review Improvement Plans - By following the strategies outlined in each program's improvement plan, teachers will provide a comprehensive curriculum to all students.

Research Cited:

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through professional learning communities scheduled throughout the school year, teachers will have the opportunity to visit components of the program improvement plans to design instruction, assessments and locate community resources to improve each program.	Policy and Process			08/06/2012	05/30/2014	\$0 - No Funding Required	Principal, Arts and Humanities Teacher, Practical Living/Career Studies Teachers, Classroom Teachers