



Comprehensive School Improvement Plan

South Edmonson 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?

South Edmonson Elementary School (SEES), a rural community (Chalybeate) school, and a member of the Edmonson County School District (Brownsville, KY), is a school-wide Title 1 school serving 486 students, Pre-School-4th grade, with 60% of the population receiving free or reduced lunch.

SEES has experienced many changes in the last three years: principal became medically unable to fulfill job duties and took a medical leave, then early retirement, interim principal was provided, new principal was hired, a 4th grade teacher took FMLA mid-year and then retired, another 4th grade teacher terminated her teaching contract with the Edmonson County School System mid-year, two classified positions were terminated due to state budget cuts, and an additional nine faculty/staff members retired.

In addition, the school's master schedule was revised, teacher placement was altered, implementation of the new Common Core Academic Standards for Reading and Math occurred, formal Response To Intervention instruction was implemented daily (K: Reading, 1st - 4th grades Reading and Math), weekly, formal, administration (Principal and/or Curriculum Coordinator) guided Professional Learning Communities was implemented, PLC's completed the ELA and Math Curriculum Maps for K-3 and added NGSS, and "The 7 Habits of Happy Kids"/"Leader In Me" language was introduced to faculty/staff .

Traditions that South Edmonson embraces includes: Back to School Bash, County Fair exhibits and fair float, Fall Festival, Red Ribbon Week, Halloween/Christmas/ Valentine's Day classroom celebrations, Breakfast with Santa, Family Resource Thanksgiving baskets and Angel Adoptions, Child Abuse and Prevention "Blue Week," Grandparent's Day, Veteran's Day, WKU Dental Partnership to provide dental screenings/sealants, Field Day and Cookout, Teacher Appreciation Week, and multiple PTO fundraisers.

Unique features and challenges associated with the community South Edmonson Elementary serves include prominent drug abuse, high rate of teenage pregnancy, limited cultural diversity, and most people in the community must travel to surrounding counties/cities to find work as there are no industrial opportunities in the area.

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.

School Philosophy:

We believe that each student is a unique individual and should be provided with ample opportunities to develop himself/herself into an educated responsible caring member of society. To aid in the mastery of the basic skills of learning which is essential to being productive in today's society; each student's education will be based as much as possible upon his individual strengths and needs. We are prepared to model acceptable principles and beliefs in moral character and patriotism to aid our students in the understanding and practicing of proper citizenship, respect for authority, honesty and all other moral and patriotic behaviors deemed appropriate by our society. The value of education should be maximized to the fullest extent possible and should be stressed as an on-going continuous process throughout a person's lifetime.

To provide a challenging and effective education, the school system, families, and community at-large must share mutual efforts to share time, resources, and responsibilities for the educational process. We believe that this education should be based upon the foundation that each person is worthy of respect and that the positive should be stressed and built upon.

Mission: South Edmonson Elementary School strives to educate for excellence and encourages all students to achieve success at all levels.

Vision: SEES believes that:

- * students are individuals with unique characteristics and interests, and should have equal opportunities to learn, based upon one's needs, interests and abilities.
- * a more effective program of instruction can be provided for students when individual student learning styles are matched to appropriate teaching styles resulting in academic excellence.
- * each student should receive an appropriate education to help him reach his maximum potential academically, morally, mentally, emotionally, socially, culturally and physically.
- * students learn best by doing and can learn self-respect, respect for authority figures, respect for others, honesty and patriotism by participating in democratic processes and practicing good citizenship at school; thus resulting in a responsible member of society.
- * efforts should be made to encourage and maintain the active involvement of the community in the continuous process of learning and in increasing and maintaining the value of education in today's society.

South Edmonson Elementary offers the following programs to support and enhance students' educational experience: Extended School Services, March Madness (Reading, Math, & Practical Living/Career Studies), Gifted and Talented Tea, Talent Show, Open House, parent - teacher conferences, grade level basketball tournaments, Hot Rods Reading Program, Career Day, Health Rocks! (Agriculture Extension Office), Dr. Seuss Week, quarterly rewards for academic achievement and attendance, K-Prep assembly, Good Faith Effort reward (field trip), end of year rewards for academic achievement and attendance, end of the year AR store and field trip, end of the year Bulldog Mileage Club field trip, and Kindergarten Graduation.

South Edmonson Elementary provides students the means to achieve success academically and socially by setting high expectations with individualized instruction being a key component. SEES provides a nurturing environment committed to achieving excellence.

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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.

South Edmonson is proud to report an increase of 29% from the 2011-12 (27%; 51.8) to the 2012-13 school year (56%; 59.2) on the 2013 K-Prep assessment. Our Reading scores increased from 46 to 56.3 and Math increased from 40.9 to 50. We credit this increase to many endeavors: curriculum mapping, teachers being more intentional when planning, teaching, and assessing, differentiated instruction, common (grade level) formative and summative assessments aligned to the Common Core, and individualized RTI instruction. SEES is now a data-driven school where said data guides and drives academic instruction.

South Edmonson has also implemented many new programs to enhance students' academic experiences and success: Computer Lab classes on Thursdays, Check and Connect (a positive behavior intervention and support program for at-risk students), Lunch Bunch with specifically identified students, RTI Leadership Enrichment Class for Primary and 4th grade students, and a school Cross Country Team. South Edmonson was awarded a DART Industries grant to fund a Science Lab that is mainly utilized by 3rd and 4th grade students and a Reflex Math grant to fund a supplementary remedial math program.

Over the last three years, South Edmonson has purchased "Star Enterprise," a norm referenced assessment (Reading and Math) designed to establish benchmarks and progress monitor students in RTI, "Lexia" for students in Tier 3 academic interventions, an iPad cart with 30 iPads (and accessories) that teachers can check-out from the Library to supplement instruction, "Leader In Me" books for faculty book study associated with SEE's "Leader In Me" model. SEES sent the Counselor and Curriculum Coordinator to a "Leader In Me" Leadership Day at Cumberland Trace Elementary (Warren County) and the "Leader In Me" Symposium at Western Kentucky University. The faculty established a certified Leadership Team and sent these members to a "Leadership Day" at North Jackson Elementary to investigate the pros and cons of the Leader in Me program. Upon returning, these individuals sought other faculty/staff support, and the principal decided it was in the best interest of the school to send all teachers to an upcoming "Leadership Day." Based on certified/classified and parental feedback, anonymous data gathering and review, South Edmonson announced it's intent to become a Leader in Me School.

South Edmonson's PTO is also instrumental to our success and supplements funding for many programs, projects, and initiatives. The PTO acquired tax exempt status and supplied the First Aide Room with a sick bed and purchased name tags for all certified and classified employees. Students and the community also were treated with new landscaping (including mulch, black playground trim, track and ball court resurfacing, flowers, and bushes) from the school's Parent-Teacher Organization. The PTO also purchased a grill for student and faculty/staff cookouts and a pressure washer to keep the building entrance clean and attractive. Also, supplied through the Parent Teacher Organization: \$8,000 of classroom supplies and resources, \$2,500 of student rewards and incentives, grade level radios for playground usage, computer memory, and photo backdrop. The PTO also established a \$600 scholarship to be awarded to a graduating Edmonson County senior (that attended SEES) enrolling in college.

In order for South Edmonson to experience academic gains, they must ensure that students who scored novice on the state administered norm-referenced assessment, K-Prep, will move to scoring apprentice, those who scored apprentice will progress to proficient, and students that scored proficient will move to distinguished.

In the next three years, South Edmonson will:

1. continue to establish a cohesive PLC family.

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2. provide rigorous, differentiated instruction in core reading and math instruction.
3. provide rigorous, individualized, data-driven instruction during the Response To Intervention block.
4. become a Proficiently scoring school.

Additional Information

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

Reflecting upon the 2013 K-Prep assessment data, one can see great academic achievement and success! The 2013-14 school year promises to be another year for South Edmonson to make momentous academic gains!!

South Edmonson has many strategies in place that will continue to positively affect academic achievement and growth (i. e. Leader in Me initiative, weekly, administration-driven PLC's, quarterly, administration-driven PLC's, setting high expectations for faculty, staff, and students, ensuring Common Core Academic Standards are being taught effectively and mastered by students, protecting valuable core reading and math instruction and the individualized RTI block, focusing on differentiated instruction, administering frequent, common formative and summative assessments). SEES also plans to utilize CIITS more intentionally (teachers will be provided with release days to revise assessments to include higher-order thinking levels/skills) and PD 360 to individualize teachers' professional development opportunities.

2013-2014 CSIP

Overview

Plan Name

2013-2014 CSIP

Plan Description

South Edmonson Elementary School's CSIP for 2013-2014

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	Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	All students at South Edmonson Elementary will be screened for Kindergarten readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$2250
4	Increase the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	All teachers will be introduced to the Teacher Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Provide opportunities for all students to reach proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy 1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Activity - Targeting the Gap Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	01/06/2014	05/23/2014	\$0	No Funding Required	Counselor, Curriculum Coordinator

Strategy 2:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/01/2013	05/23/2014	\$0	No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/01/2013	05/23/2014	\$0	Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Goal 2: All students at South Edmonson Elementary will be screened for Kindergarten readiness.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/20/2013 as measured by the Brigance Early Childhood report.

Strategy 1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Activity - Brigance Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2013	09/20/2013	\$0	State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

Goal 3: Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy 1:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program	08/01/2013	05/23/2014	\$0	No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary
Activity - Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program	08/01/2013	05/23/2014	\$0	No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers
Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program	08/01/2013	05/23/2014	\$0	No Funding Required	Classroom teachers, Curriculum Coordinator
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program	08/01/2013	05/23/2014	\$0	No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Strategy 2:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the

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25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/01/2013	05/23/2014	\$2250	Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	11/22/2013	05/23/2014	\$0	Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Strategy 3:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning	08/01/2013	05/23/2014	\$0	No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/23/2014 as measured by Star Reading Assessment Data.

Strategy 1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be placed in intervention classes where they will receive instruction on their level.

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Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program	08/01/2013	05/23/2014	\$0	Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

Goal 4: Increase the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the combined average Program Review Score from 5.4 in 2013 to the Proficiency range of 8-10.7 by 06/01/2014 as measured by the School Report Card.

Strategy 1:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	11/20/2013	05/23/2014	\$0	No Funding Required	All certified staff

Strategy 2:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	11/20/2013	05/23/2014	\$0	No Funding Required	All certified staff

Goal 5: All teachers will be introduced to the Teacher Professional Growth and Effectiveness System.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency in the understanding and implementation of the Danielson Framework by 07/01/2014 as measured by teacher participation in TPGES, monitored in CIITS.

Strategy 1:

TPGES Pilot Implementation - Two teachers will learn about the process of TPGES and report to the rest of the staff.

Activity - Provide Training in Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop an understanding of the criteria for each domain of the Danielson Framework.	Professional Learning	08/01/2013	05/23/2014	\$0	No Funding Required	All certified staff

Goal 6: Provide opportunities for all students to reach proficiency by reducing barriers to learning.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy 1:

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

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement	12/04/2013	05/23/2014	\$0	No Funding Required	Principal and Teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize support activities offered by the FRC.	Community Engagement	08/01/2013	05/23/2014	\$0	FRYSC	Principal, Certified Staff, FRYSC
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program	07/22/2013	09/20/2013	\$0	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Mapping	Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program	08/01/2013	05/23/2014	\$0	Classroom teachers, Curriculum Coordinator
Differentiation	Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program	08/01/2013	05/23/2014	\$0	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff
Provide Training in Danielson Framework	Teachers will develop an understanding of the criteria for each domain of the Danielson Framework.	Professional Learning	08/01/2013	05/23/2014	\$0	All certified staff
Progress Monitoring	Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program	08/01/2013	05/23/2014	\$0	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

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Job-Embedded Professional Development	PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program	11/20/2013	05/23/2014	\$0	All certified staff
PLCs	During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program	08/01/2013	05/23/2014	\$0	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary
Common Formative and Summative Assessments	During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program	08/01/2013	05/23/2014	\$0	Prinicpal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers
Curriculum Mapping	Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program	11/20/2013	05/23/2014	\$0	All certified staff
Targeting the Gap Group	Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program	01/06/2014	05/23/2014	\$0	Counselor, Curriculum Coordinator
Parent Involvement	Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement	12/04/2013	05/23/2014	\$0	Principal and Teachers
Professional Development	Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning	08/01/2013	05/23/2014	\$0	Principal, Curriculum Coordinator, Certified Staff
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Lexia	Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/01/2013	05/23/2014	\$2250	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor
Reflex Math	Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program	11/22/2013	05/23/2014	\$0	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor
Lexia	Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program	08/01/2013	05/23/2014	\$0	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor
Lexia	Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program	08/01/2013	05/23/2014	\$0	Curriculum Coordinator, Certified Staff, Classified Staff
Total					\$2250	

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	05/23/2014	\$0	Principal, Certified Staff, FRYSC
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.		South Edmonson Elementary Gap students reduced the gap by 15 points which increased our combined reading and math score to 45.9. This score surpasses the delivery target for 2013-2014 by 1.2 points.	September 24, 2013	Mrs. Carol Stice
Strategy	Response to Intervention		Ongoing	November 26, 2013	Mrs. Carol Stice
Strategy	Curriculum Alignment		Ongoing	December 06, 2012	Mrs. Carol Stice
Activity	Reflex Math	In Progress		November 26, 2013	Mrs. Carol Stice
Activity	Curriculum Mapping	In Progress		November 26, 2013	Mrs. Carol Stice
Activity	Common Formative and Summative Assessments	In Progress		November 26, 2013	Mrs. Carol Stice
Activity	Differentiation	In Progress		November 26, 2013	Mrs. Carol Stice
Activity	Lexia	In Progress		November 26, 2013	Mrs. Carol Stice
Activity	PLCs	In Progress	PLCs continue to be the driving force for instruction at South Edmonson Elementary. Each grade level team meets weekly with the Principal and Curriculum Coordinator as well as quarterly with Curriculum Coordinator to create high-level assessments.	November 26, 2013	Mrs. Carol Stice
Goal	All teachers will be introduced to the Teacher Professional Growth and Effectiveness System.		In progress	November 26, 2013	Mrs. Carol Stice

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The data South Edmonson Elementary received from the 2012-2013 K-PREP assessment showed that SEES "Needs Improvement/Progressing." With an overall score of 59.2 points, South Edmonson rose to the 56th percentile (from the 27th percentile in 2011-2012) when compared to other elementary schools in Kentucky. Since the school is preschool-fourth grades, the only students involved in the K-PREP assessment were third grade (reading and math) and fourth grade (reading, math, science, and language mechanics) students. Data included Achievement, Gap, and Growth scores.

Achievement Data:

In reading, South Edmonson had a combined total of 56% Proficient/Distinguished. In mathematics, the school had a combined total of 50% Proficient/Distinguished. Fourth grade students were also assessed in Science where 53.6% of students scored Proficient/Distinguished. Fourth graders were also assessed in Language Mechanics where 39.3% of students scored Proficient/Distinguished.

While the percent of students scoring Proficient/Distinguished is important to note, the percent of students scoring below this benchmark is also notable in the 2013 K-PREP data for South Edmonson. In Reading, there was a combined total of 19.5% of students scoring Novice and 24.1% of students scoring Apprentice. In Math, there was a combined total of 18.4% scoring Novice and 31.6% scoring Apprentice. In Science, 7.1% of the fourth graders scored Novice while 39.3% of students assessed scored Apprentice. Finally, in Language Mechanics, 23.8% of students scored Novice while 36.9% of students scored Apprentice.

Gap Data:

In addition to the overall accountability data from the K-PREP Assessment, there is also an invaluable amount of data that concerns the Gap group of assessed students. For South Edmonson, the Gap group includes all students receiving free/reduced lunch, special education, and/or ESL services. Nearly 60% of South Edmonson's students are a part of the Gap group.

In Reading for the Gap group, there was a combined total of 49% of students scoring Proficient/Distinguished, 26% scoring Apprentice, and 25% of students scoring Novice.

Gap students had a combined total of 38.5% scoring Proficient/Distinguished in Math. 36.5% of Gap students scored Apprentice in Math while 25% scored Novice.

In Science, 9.4% of Gap students scored Novice and 50.9% scored Apprentice. Gap students had a combined total of 39.6% scoring Proficient/Distinguished.

There was also Gap data for Language Mechanics among South Edmonson's fourth graders. 28.3% of students scored Novice, 39.6% scored Apprentice, and there was a combined total of 32.1% of students scoring Proficient/Distinguished.

Growth Data:

Additionally, South Edmonson received Growth data for fourth grade students. The school received 61.4 points for a combined Reading and SY 2013-2014

Math Growth Score. Growth was calculated for 4th grade students who took part in the 2012 K-PREP Assessment as third graders.

As seen from the information above, there was a wealth of data presented to South Edmonson Elementary. The data showed that while SEES did not score as high as it would've hoped, the school did improve 29 percentile points when compared to other Kentucky elementary schools. Looking more closely at the data, it is easy to see that much of the school's improved achievement scores stemmed from the amount of students that scored in performance areas other than Novice. The 2012 KPREP data showed that far too many students were scoring in the Novice category which not only kept the school from getting bonus points, but also hurt South Edmonson in the Gap score. The K-PREP data for 2013 shows that an excess amount of students still scored in the novice level, but that the school did manage to move students from novice to other performance categories. In 2012, 39.2% of students scored Novice in Reading verses 8.8% scoring Distinguished. In 2013, 19.5% of students scored Novice and 20.7% scored Distinguished. This did give the school access to bonus points that were not accessible with the 2012 assessment. The same held true for Math where in 2013 2.9% scored Distinguished verses 30.4% scoring Novice. In 2013, 18.4% of students scored novice while 12.6% scored Distinguished. The number of novice did keep the school from getting bonus points in Math, but the overall scores were far better than in 2012. Again, the data shows that there is room for improvement in the performance areas of novice and distinguished, but the school did improve greatly between 2012 and 2013.

Gap students were also significant in the school's accountability. While the Gap score did improve from 2012 to 2013, there were still many point "left on the table." Since the Gap score is calculated so that schools only receive points for students scoring Proficient and Distinguished, South Edmonson continues to show room for improvement in the Gap score. 47.4% (down from 61.2% in 2012) of Gap students scored Novice or Apprentice in Reading and 60.8% (down from 70.6% in 2012) of the students scored Novice or Apprentice in Mathematics. 58.2% (down from 61.2% in 2012) of Gap students scored Novice or Apprentice in Science and 58.3% (up from 55.1% in 2012) scored Novice or Apprentice in Language Mechanics.

Even with the vast amount of data provided, there are still some questions left unanswered. While the number of students scoring at various levels is indicated, the reasoning behind why the students scored at that level isn't included. For example, in reading, there was a combined total of 56.3% Proficient/Distinguished, 24.1% of students scored Apprentice, and 19.5% scored Novice. What is not known is what area of reading the students were successful in or what areas were of most concern. Was informational text a problem for the students or was that one of their areas of strength? The same could be asked about literature. Were extended response and short answer questions a strength or weakness? The same questions could be asked in Math, Science, and Language Mechanics. There are many questions left unanswered that would be beneficial when trying to plan next steps at South Edmonson Elementary.

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?

The data for South Edmonson shows that 56% of students were Proficient/Distinguished in Reading, 50% in Math, 39.3% in Language Mechanics, and 53.6% in Science. The number of students scoring Proficient/Distinguished in 2013 far exceeds that in 2012, and students scoring at high levels is always something to celebrate. In contrast, a decreased number of students scoring at low levels is also reason to celebrate. In 2012, the number of students scoring Novice was much greater than the number scoring Novice in 2013. To sustain these improvements, teachers are continuing to set high expectations for all learners, differentiating instruction for all learners, and having daily RTI time for all students. Those students scoring above-benchmark on the norm-referenced Star Enterprise assessments are engaged in extension classes that push them to continue excelling at high levels. These extension classes focus on many different topics but try to make comprehension, test-taking strategies, and short answer/extended response questions an integral part of the instruction. These actions will help sustain these areas of strength.

Another area of strength was the school's attendance rate. SEES had an attendance rate of 95.4%, which was higher than the district or state attendance average. South Edmonson Elementary will continue to promote good attendance among students and faculty to sustain a high attendance rate for next year's reporting.

The growth score was also a strong point for South Edmonson, scoring 61.4 points in Reading and Math. Continuing to push all learners toward proficiency will help sustain the growth score for the 2014 K-PREP assessment.

Opportunities for Improvement

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

With an overall score of 59.2 which landed South Edmonson Elementary in the 56th percentile when ranked among other Kentucky elementary schools, there is much area for improvement. When looking at the school's achievement score, it is essential to continue reducing the number of Novice students and increase the number of students scoring Distinguished. This will allow the school to take advantage of bonus points, which it failed to do on the 2013 K-PREP assessment. However, simply moving Novice learners to Apprentice will not help the school where the Gap score is concerned. Since the Gap score is calculated based on the number of Proficient and Distinguished students (no points are earned for Novice or Apprentice students), the school will have to focus on moving Apprentice and Proficient students up as well. Basically, the school needs low-achieving students to improve and high-achieving students to continue achieving at high levels. This will allow the school to reach it's overall proficiency delivery target of 54.9 for 2014 and its combined Gap delivery target of 44.7 for 2014.

The task of helping all students achieve at high levels is a daunting one that takes hard work and dedication by all members of the faculty and staff at SEES. Many changes have been made to insure that these goals will be met. Weekly grade-level PLCs have been put in place to help teachers "get on the same page." It is vital that teachers understand the new Common Core Academic Standards and discuss with each other various teaching strategies that are conducive to student mastery of all standards. In addition, teachers must plan together to find and create common formative and summative assessments, all while agreeing on what mastery looks like for each of the standards. Once assessments are given, it is then essential to discuss that data, looking for trends and reflecting on the strengths and weaknesses of the assessments and the lessons. Communication is vital to this process and this year, grade-level PLCs are proving to be the most important part of South Edmonson's framework.

South Edmonson Elementary also continued its use of Star Enterprise, a norm-referenced Math and Reading online assessment program. The benchmark math and reading assessments are given to all students in August, November, February, and March. The benchmark data, as well as classroom formative and summative assessment data, is then used to identify students as needing interventions, on watch, or above benchmark. Teachers at SEES are making data-driven decisions, which is helpful when identifying students and their learning abilities/levels.

South Edmonson continues to use this Star Enterprise data in school-wide RTI classes. Each day from 12:30-1:30, the entire school has RTI time. This block is comprised of a 30 minute Math block and a 30 minute Reading block. The RTI classes are assigned based on the Star Enterprise data. Each PLC places all students in one of three classes: intervention, on-watch, or extension classes. Teachers are advised to use RTI time to teach students what they need to know. For extension groups, teachers are responsible for extending the learning beyond the core instruction. Often times, teachers look ahead to the next grade level's standards or dive deeper into content being taught during core Math or Reading time for these students. In addition, test-taking skills and short answer/extended-response questioning are taught in these classes. On-watch teachers stick closely to their grade-level standards insuring mastery by all students. Intervention teachers work on math and reading content that should've been mastered by students in previous grades. Concepts such as phonics or math drill and practice are what might be seen during Intervention classes. Intervention students take the Star Enterprise assessments bi-monthly to allow the PLCs and RTI teams to track progress of those students. By utilizing school-wide RTI time, South Edmonson Elementary is able to focus on the needs of each individual student.

While RTI time is an integral part of the day at South Edmonson Elementary, faculty and staff are aware that 30 minutes per day is not enough for most intervention students to improve to grade-level proficiency. The regular classroom teacher also plays a vital role in insuring

that all students learn at appropriately high levels. Because of this, a push toward the effective use of differentiation in reading and math continues at SEES. Teachers are encouraged to use centers, small groups, and differentiated work as a means to reach each student. In addition, an iPad cart has been purchased in order to aid in the use of individualized instruction at all grade levels.

Finally, a word that all faculty and staff members of SEES know and use often is "intentional." It is believed that if teachers become very intentional in everything that happens in the classroom, that student growth will be seen. Whether it is what is being taught, how it is being assessed, what technology programs are being used, or what tasks students are asked to complete, when it is intentionally used, student achievement will increase.

Conclusion

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

It is easy to see that South Edmonson Elementary has many areas in which it needs to improve. However, it is also easy to see that plans are in place to insure that gains are made in the school's areas of weakness. With all of these plans in place, South Edmonson should see improved scores on the 2014 K-PREP assessment.

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

South Edmonson 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

South Edmonson 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

South Edmonson 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	District: http://boe.edmonson.k12.ky.us/ School: http://see.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

South Edmonson 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:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Prinicpal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Comprehensive School Improvement Plan

South Edmonson Elementary School

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Strategy2:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Strategy3:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Comprehensive School Improvement Plan

South Edmonson Elementary School

Tier:

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$400 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Goal 2:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Progress Monitoring - Students in Tier 2 and Tier 3 will have frequent progress monitoring.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Strategy2:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Research Cited:

Tier:

Comprehensive School Improvement Plan

South Edmonson Elementary School

Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

Goal 3:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/20/2013 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Research Cited:

Tier:

Activity - Brigance Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program			07/22/2013	09/20/2013	\$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

Goal 4:

Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy1:

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

Research Cited:

Tier:

Comprehensive School Improvement Plan

South Edmonson Elementary School

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	05/23/2014	\$0 - FRYSC	Principal, Certified Staff, FRYSC

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement			12/04/2013	05/23/2014	\$0 - No Funding Required	Principal and Teachers

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Progress Monitoring - Students in Tier 2 and Tier 3 will have frequent progress monitoring.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Strategy2:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Research Cited:

Tier:

Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy1:

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

Research Cited:

Tier:

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support activities offered by the FRC.	Community Engagement			08/01/2013	05/23/2014	\$0 - FRYSC	Principal, Certified Staff, FRYSC

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement			12/04/2013	05/23/2014	\$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:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Strategy2:

Professional Development - Professional development will be provided in the areas of reading, math, writing, technology, and assessment.

Research Cited:

Tier:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy1:

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

Research Cited:

Tier:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement			12/04/2013	05/23/2014	\$0 - No Funding Required	Principal and Teachers

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	05/23/2014	\$0 - FRYSC	Principal, Certified Staff, FRYSC

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/20/2013 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Research Cited:

Tier:

Activity - Brigance Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program			07/22/2013	09/20/2013	\$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

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:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Tier:

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$400 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

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Strategy2:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

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Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Strategy3:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Goal 2:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Research Cited:

Tier:

Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

Strategy2:

Progress Monitoring - Students in Tier 2 and Tier 3 will have frequent progress monitoring.

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Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Tier:

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$400 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Strategy2:

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Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Strategy3:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

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Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Goal 2:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Progress Monitoring - Students in Tier 2 and Tier 3 will have frequent progress monitoring.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Strategy2:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified

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as members of the Gap Group.

Research Cited:

Tier:

Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

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Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Strategy2:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Strategy3:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Tier:

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Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$400 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/23/2014 as measured by Star Reading Assessment Data.

Strategy1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be placed in intervention classes where they will receive instruction on their level.

Research Cited:

Tier:

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

Goal 2:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

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Strategy1:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Research Cited:

Tier:

Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

Strategy2:

Progress Monitoring - Students in Tier 2 and Tier 3 will have frequent progress monitoring.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Goal 3:

All teachers will be introduced to the Teacher Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency in the understanding and implementation of the Danielson Framework by 07/01/2014 as measured by teacher participation in TPGES, monitored in CIITS.

Strategy1:

TPGES Pilot Implementation - Two teachers will learn about the process of TPGES and report to the rest of the staff.

Research Cited:

Tier:

Activity - Provide Training in Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop an understanding of the criteria for each domain of the Danielson Framework.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	All certified staff

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Goal 4:
Increase the combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:
collaborate to increase the combined average Program Review Score from 5.4 in 2013 to the Proficiency range of 8-10.7 by 06/01/2014 as measured by the School Report Card.

Strategy1:
Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Research Cited:

Tier:

Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program			11/20/2013	05/23/2014	\$0 - No Funding Required	All certified staff

Strategy2:
Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Research Cited:

Tier:

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program			11/20/2013	05/23/2014	\$0 - No Funding Required	All certified staff

Goal 5:
Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

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collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy1:

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

Research Cited:

Tier:

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support activities offered by the FRC.	Community Engagement			08/01/2013	05/23/2014	\$0 - FRYSC	Principal, Certified Staff, FRYSC

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement			12/04/2013	05/23/2014	\$0 - No Funding Required	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:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Goal 2:

Provide opportunities for all students to reach proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 05/23/2014 as measured by school report card.

Strategy1:

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

Research Cited:

Tier:

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase support of learning by providing schoolwide and classroom weekly newsletters, Facebook posts, open house, parent/teacher conferences, and annual Title I programs. Parents are invited to participate in and serve on various school committees include Title I parent/teacher/student contracts.	Community Engagement			12/04/2013	05/23/2014	\$0 - No Funding Required	Principal and Teachers

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	05/23/2014	\$0 - FRYSC	Principal, Certified Staff, FRYSC

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

Goal 1:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

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Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Strategy2:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star

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Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Tier:

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$0 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Strategy3:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

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Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/23/2014 as measured by Star Reading Assessment Data.

Strategy1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be placed in intervention classes where they will receive instruction on their level.

Research Cited:

Tier:

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program			08/01/2013	05/23/2014	\$0 - Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

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All children were screened for kindergarten readiness.

Goal 1:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/20/2013 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Research Cited:

Tier:

Activity - Brigance Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program			07/22/2013	09/20/2013	\$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

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

Goal 1:

All students at South Edmonson Elementary will be screened for Kindergarten readiness.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/20/2013 as measured by the Brigance Early Childhood report.

Strategy1:

Brigance Early Childhood - Trained faculty and staff will administer the Brigance Early Childhood screening to all students within the first 45 days of school. Parents will also be required to complete a portion of the screening.

Research Cited:

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Tier:

Activity - Brigance Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty must complete the required training in order to administer the Brigance screening. Results must be digitally reported once the screening is complete.	Academic Support Program			07/22/2013	09/20/2013	\$0 - State Funds	Kindergarten Teachers, Kindergarten Aides, Guidance Counselor

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

Goal 1:

Increase the combined reading and math K-PREP scores to the delivery target of 71.8 by 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores to the delivery target of 54.9 by 05/23/2014 as measured by the School Report Card.

Strategy1:

Response to Intervention - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes: intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile). RTI groups may be reconfigured after each quarterly benchmark assessment. On-watch students will receive progress monitoring on a monthly basis. Tier 2 Intervention students will receive progress monitoring using Star Enterprise on a bi-weekly basis.

RTI time will occur daily. Students will receive 30 minutes of math and 30 minutes of reading beyond the core curriculum. All teachers and staff, including special area and special education teachers and classified employees, may be utilized during RTI time as a means to meet the needs of all students

Research Cited:

Tier:

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex Math is a research-based computer program that focuses on math fluency and is utilized by Tier 3 Math students on a daily basis.	Academic Support Program			11/22/2013	05/23/2014	\$0 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

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Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$2250 - Grant Funds	Curriculum Coordinator, Classroom Teacher, Intervention Teacher/Mentor

Strategy2:

Curriculum Alignment - Teachers will look at the Common Core Academic Standards and ensure that all lessons are aligned to grade-level standards for English/Language Arts and Math.

Research Cited:

Tier:

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with Curriculum Coordinator to map Common Core Academic Standards (or revise existing maps) quarterly to ensure that all grade-level standards are taught by the end of the school year.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Classroom teachers, Curriculum Coordinator

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade-level PLCs, teachers will work collaboratively to create common high-level formative and summative assessments aligned with the Common Core Academic Standards. Additionally, teachers will communicate their expectations for mastery of the standards so that grading is consistent among the grade level. Once assessments are given, teachers will analyze data and use that data, aligned with standards, to guide their instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use pretest and formative data to measure student achievement in core Reading and Math instruction. Using this data, teachers will provide students with individualized instruction which will give students the opportunity to work at their own level.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff

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Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly PLCs, grade level teams will work cooperatively to find instructional resources that support the Common Core Academic Standards. Four questions will guide every decision made within the PLC: 1. What do we want students to learn? 2. How will we know when they've learned it? 3. What will we do if students don't master the content? 4. What will we do for students who have mastered the content?	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Classroom Teachers, Special Education Teachers, Special Area Teachers, Classified Staff as necessary

Strategy3:

Professional Development - Professional development will be provided 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
Teachers will receive quality professional development in best practices, assessment, differentiation, and other areas as needed. GRREC and PD 360 as well as other available resources will be used.	Professional Learning			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Curriculum Coordinator, Certified Staff

Measurable Objective 2:

collaborate to have all students reading on grade level in order to prevent students from dropping out of school by 05/23/2014 as measured by Star Reading Assessment Data.

Strategy1:

RTI - Star Benchmark data will be used to identify students who are "at risk" or scoring below the 40th percentile. Students scoring below the 25th percentile will be placed in intervention classes where they will receive instruction on their level.

Research Cited:

Tier:

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program that focuses on phonics and phonemic awareness. Students work at their own pace and progress is monitored daily.	Academic Support Program			08/01/2013	05/23/2014	\$0 - Grant Funds	Curriculum Coordinator, Certified Staff, Classified Staff

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Gap students from 45.9% in 2013 to the delivery target of 65.5% in 2017 as evidenced by the school report card.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP score for Gap students to 44.7 by 05/23/2014 as measured by the School Report Card.

Strategy1:

RTI - Teachers will use Star Enterprise benchmark data to place students in one of three RTI classes; intervention (for students scoring below the 25th percentile), on watch (for students scoring between the 25th and 40th percentile), and extensions (for students scoring above the 40th percentile).RTI groups may be reconfigured after each quarterly benchmark assessment.

Research Cited:

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 will have frequent monitoring towards common core mastery. Tier 2 students will receive progress monitoring on a bi-weekly basis. Tier 3 students will receive progress monitoring on a weekly basis. Data will be discussed and used to help guide additional instruction.	Academic Support Program			08/01/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers, Classified Staff

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research-based computer program focusing on phonemic awareness that is used daily for Tier 3 Reading intervention students.	Academic Support Program			08/01/2013	05/23/2014	\$0 - Grant Funds	Curriculum Coordinator, Classroom Teachers, Intervention Teacher/Mentor

Strategy2:

Identify the Gap Group - From socioeconomic and Exceptional Education data collected through Infinite Campus, students will be identified as members of the Gap Group.

Research Cited:

Tier:

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Activity - Targeting the Gap Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and Curriculum Coordinator will meet with Gap students on a weekly basis to develop testing readiness.	Academic Support Program			01/06/2014	05/23/2014	\$0 - No Funding Required	Counselor, Curriculum Coordinator

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 combined average Program Reviews Score for Writing, Practical Living/Career Studies, and Arts/Humanities to Proficiency.

Measurable Objective 1:

collaborate to increase the combined average Program Review Score from 5.4 in 2013 to the Proficiency range of 8-10.7 by 06/01/2014 as measured by the School Report Card.

Strategy1:

Professional Development - Provide professional development related to each of the three Program Reviews (Writing, Arts/Humanities, Practical Living/Career Studies).

Research Cited:

Tier:

Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used a resource for job-embedded professional development relating to the 3 Program Review areas.	Academic Support Program			11/20/2013	05/23/2014	\$0 - No Funding Required	All certified staff

Strategy2:

Curriculum Alignment - Writing curriculum will be aligned to Common Core ELA standards for each grade level.

Practical Living curriculum will be aligned according to Core Content 4.1 for each grade level.

Arts/Humanities curriculum will be aligned according to Core Content 4.1 for each grade level.

Research Cited:

Tier:

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Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum will be mapped with Common Core ELA standards for each grade level. Arts/Humanities and Practical Living Career Studies will be mapped based on Core Content 4.1 for each grade level.	Academic Support Program			11/20/2013	05/23/2014	\$0 - No Funding Required	All certified staff