CSIP 2014-2015

Heartland Elementary School

Hardin County Schools

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Overview

Plan Name

CSIP 2014-2015

Plan Description

2014-2015

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	In a collaborative effort, we will increase the averaged combined reading and math K-PREP scores for Heartland Elementary school students from 56.9% to 74.4% by May 2017.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	$12500
2	Increase the average combined reading and math proficiency ratings for all students in the non-dulpicated gap group from 46.7% to 67.6% by May 2017	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$4000
3	Strengthen partnerships among staff, students,parents and community members that support a positive teaching and learning environment.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$500
4	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$1500

Goal 1: In a collaborative effort, we will increase the averaged combined reading and math K-PREP scores for Heartland Elementary school students from 56.9% to 74.4% by May 2017.

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

Measurable Objective 1:

demonstrate a proficiency By May 2015, Heartland Elementary School will increase the averaged combined reading and math K-PREP score to 56.9% to 64.1% by 05/22/2015 as measured by K-PREP test results.

Strategy 1:

Differentiation - All teachers will analyze various forms of reading and math data (K-PREP, MAP, literacy first, common formative and summative assessments) to differentiate instruction. Teachers will be provided their own copy of the Descartes curriculum to help plan for differentiated instruction and intervention assistance.

Category: Continuous Improvement

Activity - Instructional planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLCs to create lessons, assessments and assignments that will support and enhance the various instructional levels of their students.	Professional Learning	07/22/2014	05/31/2017	$0	No Funding Required	Certified Teachers Administrators

Activity - Flexible grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use various forms of data to group students for math and reading instruction. Students will be grouped based on assessment data and will be regrouped on a flexible basis and based on the needs of the student. The Descartes curriculum resource will be utilized as much as possible to help instruct students by their various RIT scores.	Academic Support Program	01/06/2014	05/31/2017	$0	No Funding Required	All teachers Administrators District Assessment Coordinator

Strategy 2:

Data Teams - Teachers will be trained on the Data Teams analysis process. Each grade level PLC will be led by a Team facilitator on gathering data, creating/charting data, identifying students by proficient or higher, close to proficient, progressing and needs practice. Once students are identified and grouped, teachers will prioritize needs and select instructional strategies based on those needs. Goals will be created and monitored based on the strategies.

Category: Continuous Improvement

Activity - Data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use CITTS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Using data that they have retrieved from CIITS, they will apply the HOPS and data team process when conducting data analysis. | Professional Learning | 01/06/2014 | 05/31/2017 | $0 | No Funding Required | CITTS building reps All teachers Administrators District Assessment Coordinator |

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership team will use CIITs for analyzing student/school data for teacher and school wide instructional improvements.	Policy and Process	01/06/2014	05/31/2017	$0	No Funding Required	Principal Assistant Principal Counselor/BAC District Assessment Coordinator

Strategy 3:

Curriculum Assessment Alignment - Teachers will work in vertical and grade level PLCs to align and revise their grade level pacing guides and assessments in order to reflect new changes made at the state or national level regarding core content and/or to improve instruction based on data analysis and student needs.

Category: Continuous Improvement

Research Cited: In order to keep current with changes made to core content and needs of our school, teacher need to be able to revise pacing guides and create assessments in order to ensure the proper content is being taught.

Activity - Common planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will work in PLCs to revise and align their instructional pacing guides. In PLCs teachers will work to analyze curriculum gaps and make necessary adjustments to the curriculum. PLCs will work on writing essential questions and learning targets that align with their instructional units.Common formative and summative assessments will be created and will align with their team created learning targets and core standards.	Policy and Process	08/13/2014	05/31/2017	$0	No Funding Required	All teachers Administrators

Activity - Data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After administering pre and post common assessments, teachers will analyze their assessments results individually using the HOPS and data teams process.Teachers will make adjustments to their instruction based on their data analysis if needed.	Policy and Process	09/17/2014	05/31/2017	$0	No Funding Required	All teachers Adminstrators

Strategy 4:

RTI/KSI Interventions - Teachers meet with the leadership team to discuss and analyze academic and behavioral data of our school and individual students.

Category:

Activity - Academic Intervention Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school and within grade levels, we will define our own definition of proficiency in order to set academic expectations and benchmarks for our school/grade levels. We will meet in PLCs to develop plans to address gaps in instruction and for individual learner needs. We will work together in PLCs to create and develop intervention resources and intervention services and strategies for our core instruction but also Tier 2 and Tier 3 intervention levels.	Policy and Process	08/28/2014	05/31/2017	$5000	General Fund	All teachers Principal Counselor Assistant Principal

Activity - Early Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify early childhood providers that service our school district, families, and community members to ensure efficient transitions from a early childhood program to elementary school. Share school information and readiness tips to local child care facilities and parents of incoming kindergarten students through open enrollment, kindergarten orientation, transition meetings and open house events.	Community Engagement	07/29/2014	05/31/2017	$1500	General Fund, Other	Principal Title 1 coordinator Family Resource Coordinator Preschool and kindergarten staff

Strategy 5:

ELA/Literacy Program Support - Teachers and administration will work collaboratively to access and utlilize effective literacy (english/language/writing) materials and

resources in order to support literacy planning and instruction in our school.

Category:

Activity - Literacy Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLCs, teachers will work to analyze the implementation of our writing program/policy and our Literacy First process. Revisions and updates will be made as needed and submitted to site base for final approval. PLCs will also work to identify gaps in literacy performance and make recommendations for additional professional development or support for instructional improvement.	Academic Support Program	08/06/2014	05/31/2017	$2000	General Fund, Title II Part A	All teachers Principal Literacy Coach

Activity - Monitoring Literacy Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Leadership will monitor implementation of our writing program and Literacy First Process components (MIRP, small group, whole group, word wall/word study, and fluency). As needed, the leadership team will work with teachers to provide instructional support in order to improve and refine literacy instruction. In addition, an intentional focus will be to develop ways to improve our fluency instruction school wide. | Academic Support Program | 08/06/2014 | 05/31/2017 | $1000 | Title I Schoolwide | All teachers Principal Literacy Coach |

Strategy 6:

Math Instructional Support - A curriculum committe, along with the Pivotal Leadership team, will work together to analyze our school wide math practices and student

level math data. This team will make recommendations to our site base council on ways to improve our math program and instructional practices.

Category:

Activity - Math Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working in PLCs, teachers will decompose standards to determine gaps between grade levels. Teachers will collaborate and determine together which grade levels will be accountable for instructing on the gap areas identified. Teachers will then work on revising their pacing guides to reflect minimal gaps. Revisions will be ongoing.	Academic Support Program	09/10/2014	05/29/2015	$0	No Funding Required	All teachers Administrators

Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus their instruction on the 8 key math concepts such as number operations, algebraic thinking, real-world connections and problem-solving. Various instructional strategies such as Thoughtful Education, using manipulatives and small group instruction will be used as much as possible during our math instruction.	Academic Support Program	08/06/2014	05/31/2017	$3000	Title II Part A, General Fund	Administrators All certified teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-dulpicated gap group from 46.7% to 67.6% by May 2017

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

Measurable Objective 1:

demonstrate a proficiency showing an increase in the average combined reading and math proficiency ratings in the non-duplicated gap group from 46.2% to 57.2% by 05/22/2015 as measured by KPREP.

Strategy 1:

Lesson and unit planning - Differentiating units and lessons for at least three different levels will help teachers meet the individual needs and academic levels of their

students.

Category: Continuous Improvement

Research Cited: When students are working on content at their own level they will make better real life connections and are likely to be more engaged with the content.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLCs, teachers will work together to create lessons and units that differentiate for at least three different levels. By doing this teachers will be able to provide individualized instruction and support based on students performance and academic levels.	Professional Learning	08/06/2014	05/31/2017	$0	No Funding Required	Certified teachers

Strategy 2:

Best Practice - All teachers will participate in the instructional rounds process quarterly and use the data from the rounds to improve their instruction with emphasis on high level questioning, student engagement, real-life connections and development of rigorous tasks.

Category: Professional Learning & Support

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated professional development on Thoughtful Ed. Teachers and administrators that have attended Antonetti's training on engaging lessons will share and begin modeling what they learned from their trainings. The principal will share components of John Hattie's Visual Learning strategies with teacher so that they can plan lessons, units and projects that are more engaging, rigorous and thought provoking. Walk through data will reflect these strategies are being implemented on a consistent basis.	Professional Learning	01/14/2015	05/31/2017	$2000	General Fund	All certified teachers Administrators Director of Instruction

Activity - Monitoring and follow up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will work together to monitor and provide professional support in the implementation of our school wide programs and processes (consistent implementation of new math series, Literacy First, use of MAP data, data teams process, flexible grouping, enrichment, IXL, ESS to name a few).	Policy and Process	01/05/2015	05/19/2017	$0	No Funding Required	Principal Assistant principal

Strategy 3:

Academic support - A variety of support systems and programs will be offered to students to help close the achievement gap.

Category: Learning Systems

Research Cited: A variety of learning opportunities will reach the different learning styles of our students.

Activity - Best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on a variety of classroom and school assessments, teachers will use the data to differentiate instruction and use small flexible grouping within the classroom for all students in the area of math and reading as much as possible.	Academic Support Program	08/06/2014	05/31/2017	$0	No Funding Required	All certified teachers Administrators

Activity - Supplemental programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are below MAP benchmark will be given access to supplemental services such as ESS or other forms of support as funds are available. As funds are available, Title 1 funds will be used to purchase math and reading materials that support and enhance our core instruction.	Academic Support Program	08/06/2014	05/31/2017	$2000	Title I Part A	All certified teachers Administrator Title 1 staff SBDM council ESS coordinator

Goal 3: Strengthen partnerships among staff, students,parents and community members that support a positive teaching and learning environment.

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

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of perservance while working on a task independently or with others in Mathematics by 05/22/2015 as measured by classroom observations, project based learning assignments and by using grade level problem solving rubrics.

Strategy 1:

Work ethic - Grade levels that are using math problem solving as their PGES student growth goal, will work with their students on this strategy throughout the school year. Students will receive mini lessons on the Great 8 work standards specifically perseverance. Each morning in our morning meeting, administration will conduct a brief mini lesson on being persistent/perseverance. Students will be recognized for showing perseverance through our school wide PAWS awards. Classroom teachers as well as administration will meet with students to conduct goal setting and provide feedback when they reach their goals or as they are showing progress towards their goals.

Category: Career Readiness Pathways

Research Cited: Goal setting combined with specific and timely feedback provides students with the information they need to improve.

Activity - Goal setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will conduct goal setting sessions with students regarding their MAP scores, KPREP and other various assessments and achievements.	Career Preparation/Orientation	12/08/2014	05/22/2015	$0	No Funding Required	Teachers and administration

Activity - Stakeholder involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administration and teachers will meet with parents and other community stakeholders to review over student and school data. Stakeholders will share their thoughts and offer insight on how to help our students persevere and be productive individuals in school and outside of school.	Parent Involvement	01/05/2015	05/22/2015	$500	General Fund	Parents, Students, Teachers, Administrators and Community stakeholders

Strategy 2:

Positive behavior intervention systems - By implementing a school wide behavior system, teachers and students will be able to focus on instruction with less behavior interruptions.

Category: Stakeholder Engagement

Research Cited: When students are provided a structured and caring learning environment they can perform better and teachers are able to focus on instruction.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement and enforce the 3Rs for our school. Teachers will use the PBIS materials and handbook provided to them to instruct students on the school wide expectations and behaviors. This instruction will take place as stated in the PBIS staff handbook and will be retaught after every extended break.	Behavioral Support Program	08/06/2014	12/31/2015	$0	No Funding Required	All staff Administrators

Activity - Monitoring and follow up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS committee will meet at least every other month to discuss behavior data and other issues that need immediate attention. The committee will survey staff and make recommendations and revisions to the current PBIS handbook in order to prepare for the upcoming school year. These recommendations will be submitted for approval to the site base council.	Behavioral Support Program	08/06/2014	12/31/2015	$0	No Funding Required	PBIS committee SBDM council All staff

Strategy 3:

Shared vision - Data from the 2014-2015 TELL survey, school improvement survey and end of the year survey will be used to increase efficiency, effectiveness, and communication with all stakeholders within and beyond the school building.

Category: Stakeholder Engagement

Research Cited: Feedback and information from all stakeholders will help develop continuous school improvement and allow for all stakeholders to feel valued.

Activity - Stakeholder input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Data from the TELL survey, school improvement survey and end of the year survey will be analyzed by site base and site base committees. Policies, programs and various school/parent events will be created and or revised to increase stakeholder involvement, increase communication and school efficiency.	Other	12/01/2014	12/31/2015	$0	No Funding Required	All certified teachers Administrators Parents FRC Site base committees and SBDM council

Goal 4: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

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

Measurable Objective 1:

collaborate to participate in multiple measures of the PGES process (self-reflection,professional growth planning, observations, student growth goals and student voice survey) by 05/22/2015 as measured by documented evidence that will be entered into the Educator Development Suite in CIITS.

Strategy 1:

Professional learning - By participating in professional learning teachers and administrators will become more proficient in writing quality students growth goals and professional growth plans that align with our CSIP and will contribute to the overall growth of our students and our school assessment results.

Category: Teacher PGES

Research Cited: This will align all stakeholders in improving student achievement and student growth.

Activity - Professional growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to teachers as needed on how to develop professional growth goals and student growth goals that are effective and measurable. Examples of quality PGPs and SGGs will be used as guidance on helping write effective and measurable goals. Think and plan tools will be provided to help support writing effective student growth goals.	Professional Learning	01/05/2015	12/18/2015	$0	No Funding Required	All certified teachers and administration

Activity - Reflection on Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student voice results as a means of reflecting on professional practice.Teachers will receive student voice results through CIITS and receive training on how to interpret the results for the purpose of self-reflection.	Professional Learning	02/02/2015	05/22/2015	$0	No Funding Required	All certified teachers and administration

Activity - Reflecting on professional practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use the Framework for teaching to guide discussions on their professional practice before and after observations conducted by administrators and/or peers. Teachers will participate in peer observer training through the PBS learning media site. Teachers will participate in training sessions on the four domains in the Kentucky Framework for Teaching. | Professional Learning | 01/05/2015 | 12/18/2015 | $0 | No Funding Required | All certified teachers and administrators |

Activity - New standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers responsible for teaching science will participate in professional learning regarding the new Next Generation Science Standards. Under the guidance of our district, our school will follow the recommendations they suggest for professional development.	Professional Learning	01/05/2015	12/31/2015	$500	Title II Part D	Administrators Teachers of science

Activity - Mentoring and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to our school or who are in their 1st-3rd of teaching, will participate in a teacher mentoring PLC. Teachers who are new to our school or new to the profession will be paired with an established teacher as a support system to help offer guidance of learning about our school and learning about the teaching profession beyond the KTIP process. Teachers will meet at least monthly in a mentoring PLC format and will visit and observe each other's classroom at least once through the school year.	Recruitment and Retention	08/06/2014	05/31/2017	$1000	Title II Part A	Principal New teachers Teachers as assigned by the Principal

Strategy 2:

Program review - All stakeholders will know how program review and core subjects integrate together and provide opportunities for students to experience various contents across curriculum.

Category: Professional Learning & Support

Research Cited: Helps students make real life connections.

Activity - Alignment across contents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each area of the program review will have at least one representative from the primary and intermediate grade levels to ensure participation and responsibility across grade levels and content.	Academic Support Program	01/05/2015	12/31/2015	$0	No Funding Required	All certified teachers Administration

Activity - Evidence of programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using school wide protocols for quality evidence, various faculty PLCs will be used to collect, review and organize work samples and other forms of evidence to ensure participation by all stakeholders.	Policy and Process	08/06/2014	12/18/2015	$0	No Funding Required	All certified teachers Administration

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers will collaborate with our related arts teachers to examine rubrics use in the program review. In order to be proficient in all program reviews, all stakeholders will be accountable for teaching program review content while submitting evidence that demonstrates all programs are being taught across all grade levels and all disciplines. | Policy and Process | 08/06/2014 | 05/31/2017 | $0 | No Funding Required | All certified teachers Administrators |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental programs	Students that are below MAP benchmark will be given access to supplemental services such as ESS or other forms of support as funds are available. As funds are available, Title 1 funds will be used to purchase math and reading materials that support and enhance our core instruction.	Academic Support Program	08/06/2014	05/31/2017	$2000	All certified teachers Administrator Title 1 staff SBDM council ESS coordinator
				Total	$2000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Literacy Components	Leadership will monitor implementation of our writing program and Literacy First Process components (MIRP, small group, whole group, word wall/word study, and fluency). As needed, the leadership team will work with teachers to provide instructional support in order to improve and refine literacy instruction. In addition, an intentional focus will be to develop ways to improve our fluency instruction school wide.	Academic Support Program	08/06/2014	05/31/2017	$1000	All teachers Principal Literacy Coach
				Total	$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Early Intervention	Identify early childhood providers that service our school district, families, and community members to ensure efficient transitions from a early childhood program to elementary school. Share school information and readiness tips to local child care facilities and parents of incoming kindergarten students through open enrollment, kindergarten orientation, transition meetings and open house events.	Community Engagement	07/29/2014	05/31/2017	$500	Principal Title 1 coordinator Family Resource Coordinator Preschool and kindergarten staff
				Total	$500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Instruction	Teachers will focus their instruction on the 8 key math concepts such as number operations, algebraic thinking, real-world connections and problem-solving. Various instructional strategies such as Thoughtful Education, using manipulatives and small group instruction will be used as much as possible during our math instruction.	Academic Support Program	08/06/2014	05/31/2017	$1000	Administrators All certified teachers
Literacy Components	In PLCs, teachers will work to analyze the implementation of our writing program/policy and our Literacy First process. Revisions and updates will be made as needed and submitted to site base for final approval. PLCs will also work to identify gaps in literacy performance and make recommendations for additional professional development or support for instructional improvement.	Academic Support Program	08/06/2014	05/31/2017	$1000	All teachers Principal Literacy Coach
Mentoring and Support	Teachers new to our school or who are in their 1st-3rd of teaching, will participate in a teacher mentoring PLC. Teachers who are new to our school or new to the profession will be paired with an established teacher as a support system to help offer guidance of learning about our school and learning about the teaching profession beyond the KTIP process. Teachers will meet at least monthly in a mentoring PLC format and will visit and observe each other's classroom at least once through the school year.	Recruitment and Retention	08/06/2014	05/31/2017	$1000	Principal New teachers Teachers as assigned by the Principal
				Total	$3000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Instructional Strategies	Teachers will receive updated professional development on Thoughtful Ed. Teachers and administrators that have attended Antonetti's training on engaging lessons will share and begin modeling what they learned from their trainings. The principal will share components of John Hattie's Visual Learning strategies with teacher so that they can plan lessons, units and projects that are more engaging, rigorous and thought provoking. Walk through data will reflect these strategies are being implemented on a consistent basis.	Professional Learning	01/14/2015	05/31/2017	$2000	All certified teachers Administrators Director of Instruction
Early Intervention	Identify early childhood providers that service our school district, families, and community members to ensure efficient transitions from a early childhood program to elementary school. Share school information and readiness tips to local child care facilities and parents of incoming kindergarten students through open enrollment, kindergarten orientation, transition meetings and open house events.	Community Engagement	07/29/2014	05/31/2017	$1000	Principal Title 1 coordinator Family Resource Coordinator Preschool and kindergarten staff
Stakeholder involvement	Administration and teachers will meet with parents and other community stakeholders to review over student and school data. Stakeholders will share their thoughts and offer insight on how to help our students persevere and be productive individuals in school and outside of school.	Parent Involvement	01/05/2015	05/22/2015	$500	Parents, Students, Teachers, Administrators and Community stakeholders
Math Instruction	Teachers will focus their instruction on the 8 key math concepts such as number operations, algebraic thinking, real-world connections and problem-solving. Various instructional strategies such as Thoughtful Education, using manipulatives and small group instruction will be used as much as possible during our math instruction.	Academic Support Program	08/06/2014	05/31/2017	$2000	Administrators All certified teachers
Academic Intervention Systems	As a school and within grade levels, we will define our own definition of proficiency in order to set academic expectations and benchmarks for our school/grade levels. We will meet in PLCs to develop plans to address gaps in instruction and for individual learner needs. We will work together in PLCs to create and develop intervention resources and intervention services and strategies for our core instruction but also Tier 2 and Tier 3 intervention levels.	Policy and Process	08/28/2014	05/31/2017	$5000	All teachers Principal Counselor Assistant Principal
Literacy Components	In PLCs, teachers will work to analyze the implementation of our writing program/policy and our Literacy First process. Revisions and updates will be made as needed and submitted to site base for final approval. PLCs will also work to identify gaps in literacy performance and make recommendations for additional professional development or support for instructional improvement.	Academic Support Program	08/06/2014	05/31/2017	$1000	All teachers Principal Literacy Coach
				Total	$11500	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New standards	Teachers responsible for teaching science will participate in professional learning regarding the new Next Generation Science Standards. Under the guidance of our district, our school will follow the recommendations they suggest for professional development.	Professional Learning	01/05/2015	12/31/2015	$500	Administrators Teachers of science
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder input	Data from the TELL survey, school improvement survey and end of the year survey will be analyzed by site base and site base committees. Policies, programs and various school/parent events will be created and or revised to increase stakeholder involvement, increase communication and school efficiency.	Other	12/01/2014	12/31/2015	$0	All certified teachers Administrators Parents FRC Site base committees and SBDM council
Instructional planning	Teachers will work in PLCs to create lessons, assessments and assignments that will support and enhance the various instructional levels of their students.	Professional Learning	07/22/2014	05/31/2017	$0	Certified Teachers Administrators
Monitoring	School leadership team will use CIITs for analyzing student/school data for teacher and school wide instructional improvements.	Policy and Process	01/06/2014	05/31/2017	$0	Principal Assistant Principal Counselor/BAC District Assessment Coordinator
Math Foundation	Working in PLCs, teachers will decompose standards to determine gaps between grade levels. Teachers will collaborate and determine together which grade levels will be accountable for instructing on the gap areas identified. Teachers will then work on revising their pacing guides to reflect minimal gaps. Revisions will be ongoing.	Academic Support Program	09/10/2014	05/29/2015	$0	All teachers Administrators
Data analysis	After administering pre and post common assessments, teachers will analyze their assessments results individually using the HOPS and data teams process.Teachers will make adjustments to their instruction based on their data analysis if needed.	Policy and Process	09/17/2014	05/31/2017	$0	All teachers Adminstrators

Professional growth	Training will be provided to teachers as needed on how to develop professional growth goals and student growth goals that are effective and measurable. Examples of quality PGPs and SGGs will be used as guidance on helping write effective and measurable goals. Think and plan tools will be provided to help support writing effective student growth goals.	Professional Learning	01/05/2015	12/18/2015	$0	All certified teachers and administration
Flexible grouping	All teachers will use various forms of data to group students for math and reading instruction. Students will be grouped based on assessment data and will be regrouped on a flexible basis and based on the needs of the student. The Descartes curriculum resource will be utilized as much as possible to help instruct students by their various RIT scores.	Academic Support Program	01/06/2014	05/31/2017	$0	All teachers Administrators District Assessment Coordinator
Reflecting on professional practice	Teachers will use the Framework for teaching to guide discussions on their professional practice before and after observations conducted by administrators and/or peers. Teachers will participate in peer observer training through the PBS learning media site. Teachers will participate in training sessions on the four domains in the Kentucky Framework for Teaching.	Professional Learning	01/05/2015	12/18/2015	$0	All certified teachers and administrators
Goal setting	Teachers and administration will conduct goal setting sessions with students regarding their MAP scores, KPREP and other various assessments and achievements.	Career Preparation/Orientation	12/08/2014	05/22/2015	$0	Teachers and administration
Common planning	All teachers will work in PLCs to revise and align their instructional pacing guides. In PLCs teachers will work to analyze curriculum gaps and make necessary adjustments to the curriculum. PLCs will work on writing essential questions and learning targets that align with their instructional units.Common formative and summative assessments will be created and will align with their team created learning targets and core standards.	Policy and Process	08/13/2014	05/31/2017	$0	All teachers Administrators
Monitoring and follow up	Administration will work together to monitor and provide professional support in the implementation of our school wide programs and processes (consistent implementation of new math series, Literacy First, use of MAP data, data teams process, flexible grouping, enrichment, IXL, ESS to name a few).	Policy and Process	01/05/2015	05/19/2017	$0	Principal Assistant principal
Best practices	Based on a variety of classroom and school assessments, teachers will use the data to differentiate instruction and use small flexible grouping within the classroom for all students in the area of math and reading as much as possible.	Academic Support Program	08/06/2014	05/31/2017	$0	All certified teachers Administrators
Evidence of programs	Using school wide protocols for quality evidence, various faculty PLCs will be used to collect, review and organize work samples and other forms of evidence to ensure participation by all stakeholders.	Policy and Process	08/06/2014	12/18/2015	$0	All certified teachers Administration

Differentiation	In PLCs, teachers will work together to create lessons and units that differentiate for at least three different levels. By doing this teachers will be able to provide individualized instruction and support based on students performance and academic levels.	Professional Learning	08/06/2014	05/31/2017	$0	Certified teachers
PBIS	All staff will implement and enforce the 3Rs for our school. Teachers will use the PBIS materials and handbook provided to them to instruct students on the school wide expectations and behaviors. This instruction will take place as stated in the PBIS staff handbook and will be retaught after every extended break.	Behavioral Support Program	08/06/2014	12/31/2015	$0	All staff Administrators
Data analysis	Teachers will use CITTS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Using data that they have retrieved from CIITS, they will apply the HOPS and data team process when conducting data analysis.	Professional Learning	01/06/2014	05/31/2017	$0	CITTS building reps All teachers Administrators District Assessment Coordinator
Monitoring and follow up	The PBIS committee will meet at least every other month to discuss behavior data and other issues that need immediate attention. The committee will survey staff and make recommendations and revisions to the current PBIS handbook in order to prepare for the upcoming school year. These recommendations will be submitted for approval to the site base council.	Behavioral Support Program	08/06/2014	12/31/2015	$0	PBIS committee SBDM council All staff
Alignment across contents	Each area of the program review will have at least one representative from the primary and intermediate grade levels to ensure participation and responsibility across grade levels and content.	Academic Support Program	01/05/2015	12/31/2015	$0	All certified teachers Administration
Reflection on Practice	Teachers will analyze student voice results as a means of reflecting on professional practice.Teachers will receive student voice results through CIITS and receive training on how to interpret the results for the purpose of self-reflection.	Professional Learning	02/02/2015	05/22/2015	$0	All certified teachers and administration
Collaboration	Classroom teachers will collaborate with our related arts teachers to examine rubrics use in the program review. In order to be proficient in all program reviews, all stakeholders will be accountable for teaching program review content while submitting evidence that demonstrates all programs are being taught across all grade levels and all disciplines.	Policy and Process	08/06/2014	05/31/2017	$0	All certified teachers Administrators
				Total	$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Early Intervention	In Progress	Kindergarten students are screened and go through some pre-assessments at our kindergarten camp that we hold prior to school starting.	December 30, 2014	Ms. Emily Campbell