



Comprehensive School Improvement Plan

Brandenburg Primary School
Meade County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|---|--|----------------|-------------------|
| School Equity Data (1) | Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below: | I acknowledge that I have uploaded the School Equity Data. | | BPS Equity Data |

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

A review of the data shows that BPS has one of the most experienced teaching staffs in the district.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

BPS has a veteran staff and a low teacher turnover rate. The school leadership staff works hard in selecting outstanding teachers. Student achievement is high as a result.

| Label | Assurance | Response | Comment | Attachment |
|------------------|--|---|----------------|-------------------|
| Goal Setting (4) | Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies. | I acknowledge that I have uploaded the School Equity Goal Data. | | BPS Equity Goals |

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,

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particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019.

Measurable Objective 1:

80% of Third grade students will demonstrate a proficiency in math as well as in Reading by 05/31/2017 as measured by an increase in K-PREP scores from 59.9% in 2014 to 79.1% in 2017.

Strategy1:

Best Practice: PLC - Special education teachers will meet to continue Professional Learning.

Category:

Research Cited:

| Activity - Focused PLC Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have? | Professional Learning | 08/10/2016 | 05/31/2017 | \$0 - No Funding Required | Special education teachers and administrative team |

Strategy2:

Best Practice: Co-teaching - The use of co-teaching will continue across all grade levels so that more students have the benefit of instruction in the least restrictive environment.

Category: Professional Learning & Support

Research Cited:

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| Activity - Teacher Training on Co-teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively. | Professional Learning | 08/10/2016 | 05/31/2017 | \$1500 - General Fund | Identified special education and regular education teachers, administrative team |

| Activity - Collaboration and Implementation for Co-teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 - No Funding Required | Selected special education and regular education teachers, administrative team |

Goal 2:

To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities)

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL survey and create a plan for favorable results by 05/31/2017 as measured by scores of 90% or better on the Spring 2017 administration of the TELL Survey..

Strategy1:

TELL Survey - The SBDM Council at Brandenburg Primary School will monitor the results of the TELL Survey to identify areas of strengths and areas of weakness for the school.

Category: Continuous Improvement

Research Cited: www.TELLKentucky.org

| Activity - TELL Survey/Professional Improvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------------------|
| The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal | Professional Learning | 08/06/2015 | 06/09/2017 | \$0 - No Funding Required | principal and assistant principal |

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Missy Weick - Assessment and Intervention Specialist

Travis Scott - Assistant Principal

Sandy Smith - School Counselor

All Certified Staff

SBDM Council Members

Relationship Building

Overall Rating: 3.29

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 2.1 | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.2 | School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods). | Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 2.4 | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 2.5 | School staff involves parents in personal communication about their students' progress at least once a month. | District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 2.6 | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|---|------------|
| 2.7 | All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts. | Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection. | Apprentice |

Communications

Overall Rating: 2.71

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.1 | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books). | Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples) | Distinguished |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.3 | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff sometime provides community organizations with information about academic expectations for parents who use their services. | Apprentice |

| | Statement or Question | Response | Rating |
|------------|---|---|---------------|
| 3.4 | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.5 | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences). | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.6 | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | District-wide stakeholder surveys are given to parents and teachers encourage parents to respond. | Apprentice |

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| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.7 | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan. | Apprentice |

Decision Making

Overall Rating: 2.29

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 4.1 | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 4.2 | School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election. | School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 4.3 | Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods. | School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 4.4 | The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 4.5 | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 4.6 | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement. | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. | Proficient |

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| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 4.7 | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice |

Advocacy

Overall Rating: 2.83

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 5.1 | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 5.2 | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 5.3 | Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130). | Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130). | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|---|------------|
| 5.6 | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs. | Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured. | Apprentice |

Learning Opportunities

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|-----|---|--|------------|
| 6.1 | Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. | School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.2 | School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school. | School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 6.3 | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|--|---|------------|
| 6.4 | School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts. | School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 6.5 | School council has a classroom observation policy that welcomes families to visit all classrooms. | School council has a classroom observation policy that welcomes families to visit all classrooms. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | Proficient |

Community Partnerships

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 7.2 | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available. | Distinguished |

| | Statement or Question | Response | Rating |
|-----|---|---|--------|
| 7.3 | School leadership collaborates with employers to support parent and volunteer participation in students' education. | School leadership rarely invites employers to support adult participation in education. | Novice |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 7.5 | Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up). | Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up). | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

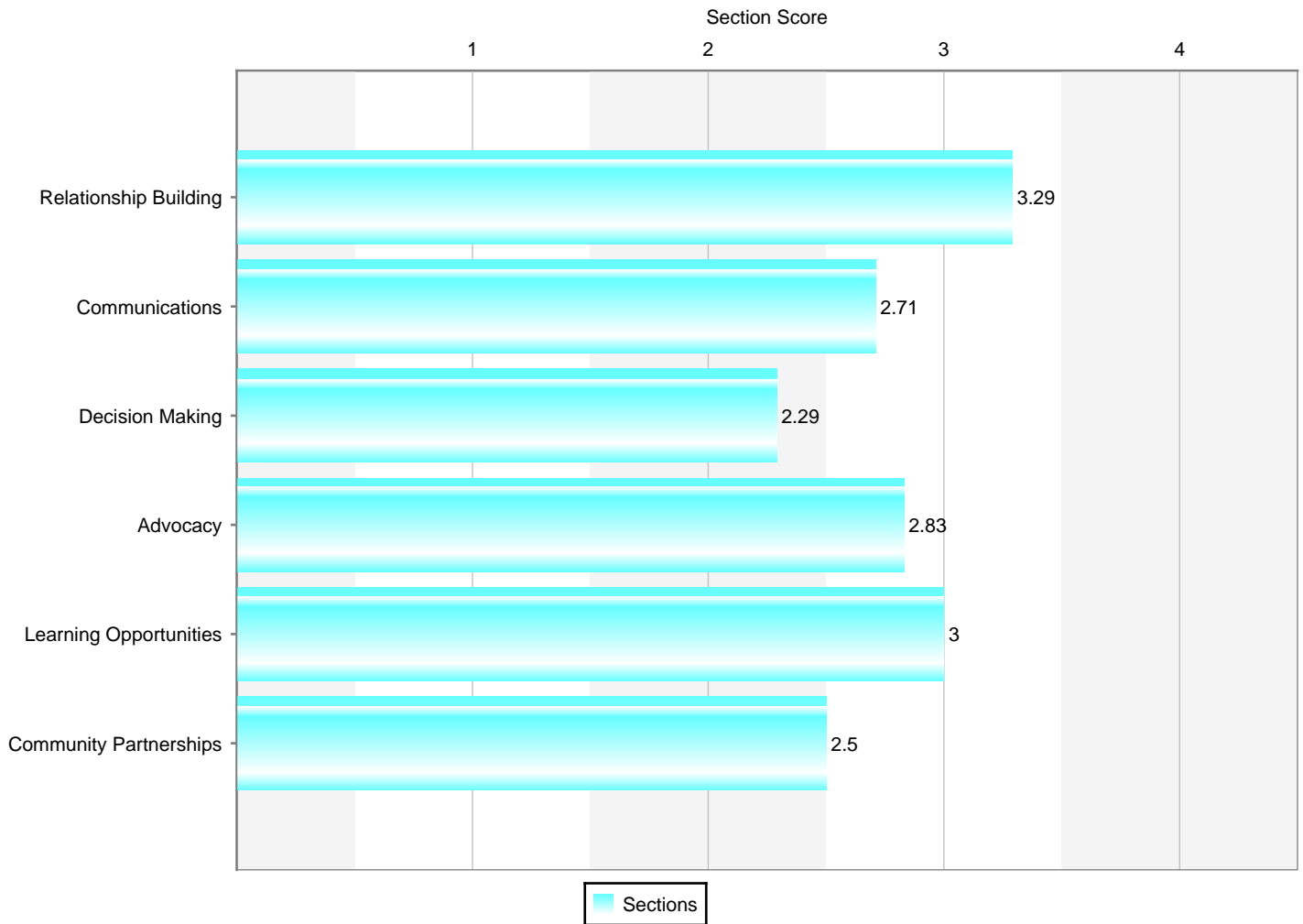
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

The success of BPS involves a collaborative effort by many stakeholders. This includes our FRC, United Way of Central KY, the Meade County Extension Office, and the Meade County Public Library to name just a few. Parents are an integral part of helping our students succeed. Our SBDM parent component helps make crucial decisions that affect academic student success and policies and procedures that guides the work of our faculty and staff. Our parent PTO is very active with organizing classroom volunteers for special school-wide projects. They also contribute a considerable amount of financial support to each classroom

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The administration team met to discuss progress on the current strategies and activities from the 2016 CSIP. After evaluating progress, the administration team met with each grade level's PLC team to discuss their findings and to get any further input on activity progress. They also discussed the need for any new activities that needed to be added to the plan. The school's Assessment/Intervention Specialist met with the admin.team to help facilitate the development of the new strategies and activities for the 2016-17 CSIP. Further conversation took place at the mid-year conferences with each individual certified teacher to discuss the new plan. Copies of plan were sent to each certified teacher by email for feedback. After feedback was received from the staff, the SBDM council reviewed the plan and put it on the agenda for approval at its December meeting. The CSIP will be an agenda item to be discussed at the January 3rd Professional Development day.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The administration team is comprised of the school's principal, assistant principal, and counselor. The responsibility of the administration team is to review the current plan and discuss any changes that may need to occur for continued school progress. The Assessment/Intervention Specialist was the liaison between the administration team and the school staff members. She relayed information between the administration team and the certified staff to initiate dialogue about any changes or additions that needed to be made to the plan. The certified staff was given opportunities in their PLC teams and individually to provide feedback concerning changes and additions to the plan. The SBDM committee provided parent representation in the process. They reviewed a draft copy of the plan and after discussion approved the draft.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be discussed at the January 3rd Professional Development day. New activities will be explained. The CSIP will be an agenda item on further district embedded PD days for the rest of the 2016-17 school year. Furthermore, the administration team will use emails and PLC meetings to disseminate progress information to all staff members.

Phase I - 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?

Data from the Spring 2016 K-PREP supports our continued use of research based reading and math instruction as well as continuous student data analysis. Even though we are above the state average for proficient and distinguished, as a school we are using data on reading and math to further raise our achievement score and close the gap between groups. At the K-3 level, there is no growth indicator at this time.

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?

Brandenburg Primary has much to celebrate in the success of our students and faculty! In the Spring 2016 KPREP-Unbridled Learning: College- and Career-Ready for All Accountability Profile, we were a School of Distinction, High Progressing scoring second in the state of all Kentucky Elementary Schools. Some of our strengths include strong student/teacher relationships which are fostered through our parent communication and conferencing as well as our voluntary school based mentoring program. Our reading and math test scores combined gave us an overall AMO of 92.5 which shows continuous growth of our students in reading and math. Continued emphasis will be put on engaging practices in the classroom and continued use of research based programs implemented with fidelity. Our school continues to implement professional learning communities through scheduled meeting times and administrative support to enable grade level and subject area collaborations as well as student data analysis to support re-teaching and enrichment

Opportunities for Improvement

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

Our areas for improvement are closing the gap between groups in the areas of reading and math. We are continuing a plan that teachers can utilize on a daily basis that will create an awareness of students that populate the gap groups. We are also implementing a co-teaching initiative in which teachers will be encouraged to continue the implementation of various co-teaching models that can be utilized daily in the classroom. The administrative team is also leading a professional learning communities' initiative with all special education teachers; this initiative will enhance professional dialogue, sharing of ideas and strategies, and data analysis of student progress. The 2016 KPREP test results show that we reached our AMO in reading and math for all of our gap groups.

Conclusion

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

Brandenburg Primary School is a School of Distinction where we celebrate the success of our students and staff! However, this success will not make us complacent. We are continually striving to reach each individual student to encourage full development of their potential and ensure college and career readiness. Our first steps on this journey will be implementing and monitoring our Comprehensive School Improvement Plan that will help us maintain and build on student achievement and close the performance gaps between groups.

2016-2017 BPS Plan for CSIP

Overview

Plan Name

2016-2017 BPS Plan for CSIP

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2017. | Objectives: 1 Strategies: 4 Activities: 9 | Academic | \$91000 |
| 2 | Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019. | Objectives: 1 Strategies: 3 Activities: 6 | Academic | \$22500 |
| 3 | Maintain the percentage of program reviews obtaining a proficient score or rating for Visual and Performing Arts, PL/CS, Writing, Global Competency/ World Language and Primary Program Review in 2017 | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$700 |
| 4 | To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities) | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 5 | Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020 | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$21000 |

Goal 1: Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2017.

Measurable Objective 1:

100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

Strategy 1:

Formative Assessment for Reading and Math - Teachers will utilize common formative assessments in reading and math for grades K-3 based on the Scott Foresman Reading Series and the Everyday Math series. The formative assessments will provide achievement data for all students to help drive instruction and learning.

Category: Early Learning

Research Cited: Learning by Doing: DuFour.

Classroom Assessment for Student Learning: Stiggins, Arter, Chappuis,

| Activity - Student Achievement Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------------------------|--|
| Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results. | Academic Support Program | 08/10/2016 | 05/18/2017 | \$23500 | Title I Schoolwide, Text Books | Certified teachers, principal, assistant principal, counselor, curriculum resource teacher |
| Activity - Full Time Assessment and Intervention Specialist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis). | Academic Support Program | 08/01/2016 | 05/31/2017 | \$55000 | District Funding, Title I Schoolwide | Assessment and Intervention Specialist, SBDM, Title I |
| Activity - Math enrichment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills. | Direct Instruction | 08/29/2016 | 04/28/2017 | \$1000 | General Fund | AIS, classroom teachers |

Comprehensive School Improvement Plan

Brandenburg Primary School

Strategy 2:

Reading Rigor - Teachers will design and extend an intentional and intensive reading plan to increase rigor using the new ELA standards.

Category: Continuous Improvement

Research Cited: Scott-Foresman Reading Street by Pearson. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock

| Activity - Extending Reading Text | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|----------------------------|--|
| Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$2000 | Title I Part A, Text Books | Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor |

Strategy 3:

Student Engagement - Teachers will meet regularly to develop intentionally planned engaging language arts activities for all students.

Category: Early Learning

Research Cited: Look To Learning; Antonetti, Garver, and Garver. Writing is a Measure of Modeling and Thinking, Antonetti.

| Activity - Writing Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Grade level teams meet to develop lesson plans to target teacher/student developed rubrics. This will be done to promote student self assessment and confidence as writers when working with the ELA writing standards. | Direct Instruction | 06/01/2015 | 05/31/2016 | \$0 | No Funding Required | Certified teachers, Principal, Assistant Principal, Counselor, District and School Curriculum Resource Teachers |

| Activity - Engaging Vocabulary for the Classroom | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Brandenburg Primary School

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|---|--------------------|------------|------------|--------|------------------|---|
| Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$2000 | District Funding | certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator |
|---|--------------------|------------|------------|--------|------------------|---|

| Activity - Math Minds Meet | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills. | Direct Instruction | 11/01/2016 | 05/18/2017 | \$1000 | General Fund, Other | classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist |

| Activity - Common core math practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|--------------------|---|
| All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$5500 | Title I Schoolwide | Classroom teachers, AIS, principal, assistant principal |

Strategy 4:

School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and meet the needs of these beginning students.

Category: Early Learning

| Activity - Kindergarten KSI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|--------|------------------|---|
| Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 | District Funding | Kindergarten Teachers and assistants, administrative team, district support personnel |
|--|--------------------------|------------|------------|--------|------------------|---|

Goal 2: Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019.

Measurable Objective 1:

80% of Third grade students will demonstrate a proficiency in math as well as in Reading by 05/31/2017 as measured by an increase in K-PREP scores from 59.9% in 2014 to 79.1% in 2017.

Strategy 1:

Best Practice: Co-teaching - The use of co-teaching will continue across all grade levels so that more students have the benefit of instruction in the least restrictive environment.

Category: Professional Learning & Support

| Activity - Teacher Training on Co-teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively. | Professional Learning | 08/10/2016 | 05/31/2017 | \$1500 | General Fund | Identified special education and regular education teachers, administrative team |

| Activity - Collaboration and Implementation for Co-teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 | No Funding Required | Selected special education and regular education teachers, administrative team |

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| Activity - Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| During PLC meetings, teachers will bring samples of students work, analyze student benchmark monitoring, student achievement, and share ideas for differentiated instruction within the co-teaching environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 | No Funding Required | Special education teachers and administrative team |

Strategy 2:

Best Practice: PLC - Special education teachers will meet to continue Professional Learning.

Category:

| Activity - Focused PLC Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have? | Professional Learning | 08/10/2016 | 05/31/2017 | \$0 | No Funding Required | Special education teachers and administrative team |

Strategy 3:

Gap Awareness - Regular education teachers will be made aware of gap students in their classroom in order to monitor their academic achievement.

Category: Continuous Improvement

| Activity - Student Achievement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| A certified substitute teacher will be hired to target gap student growth in ELA and math by providing extension activities and academic support | Academic Support Program | 01/09/2017 | 04/28/2017 | \$7000 | District Funding | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |

| Activity - Student Achievement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|---------|------------------|--|
| A classified substitute teacher will be hired to work with targeted gap student growth in ELA by providing extension activities and academic support | Academic Support Program | 08/29/2016 | 05/31/2017 | \$14000 | District Funding | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |
|--|--------------------------|------------|------------|---------|------------------|--|

Goal 3: Maintain the percentage of program reviews obtaining a proficient score or rating for Visual and Performing Arts, PL/CS, Writing, Global Competency/ World Language and Primary Program Review in 2017

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing, PL/CS, Primary Program Review and in Art & Humanities by 05/31/2017 as measured by internal reviews three times per year using the program review rubric.

Strategy 1:

Program Review Improvement - Using the baseline data from 2016, the Visual/Performing Arts, PL/CS, Writing, Global Competency/World Language, and Primary Program Review will be reviewed to determine current scores, areas for improvement, and time lines / evidence to support growth.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education / Program Review Page

| Activity - Program Review Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| School admin will identify a team and teacher / admin lead for each program review area. Embedded in services will be used to review documentation to support program review practices. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 | District Funding | Certified teachers, administrative staff, assessment and intervention specialist |

| Activity - Internal Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|---------------------|--|
| Embedded district professional development days will be provided for each team to complete initial and ongoing work for the year in order to meet proficiency as well as to meet timelines / procedures for district and state requirements. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 | No Funding Required | Certified teachers, administrative staff, SBDM Council, assessment and intervention specialist |
|--|--------------------------|------------|------------|-----|---------------------|--|

| Activity - School Wellness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-----------------------|---|
| The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activities will be planned to meet the wellness needs of all students to include Family Fitness Nights. | Policy and Process | 08/08/2016 | 05/18/2017 | \$700 | Title I Part A, Other | School Wellness Committee, school staff, school administration, FRYSC staff |

Goal 4: To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities)

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL survey and create a plan for favorable results by 05/31/2017 as measured by scores of 90% or better on the Spring 2017 administration of the TELL Survey..

Strategy 1:

TELL Survey - The SBDM Council at Brandenburg Primary School will monitor the results of the TELL Survey to identify areas of strengths and areas of weakness for the school.

Category: Continuous Improvement

Research Cited: www.TELLKentucky.org

| Activity - TELL Survey/Professional Improvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal | Professional Learning | 08/06/2015 | 06/09/2017 | \$0 | No Funding Required | principal and assistant principal |

Goal 5: Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020

Measurable Objective 1:

collaborate to reduce the number of novice performing students in reading and math by 05/18/2017 as measured by KPREP 2016 scores.

Strategy 1:

Identification of Novice Students - Teachers and administrators will meet to analyze MAP data projection reports and interim assessment data that identify students performing at the novice level in reading and math.

Category: Continuous Improvement

Research Cited: Raising The Bar and Closing The Gap; Dufour, Dufour, Eaker, Karhanek ; Best Practice; Zemelman, Daniels, Hyde ; Classroom Assessment for Student Learning; Stiggins, Arter, Chappuis, Chappuis

| Activity - Professional Development / Release Days | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 | General Fund | Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants |

| Activity - Kentucky System of Interventions (RTI) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

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|--|---------------------------------|-------------------|-------------------|----------------|------------------------|---|
| <p>Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation.</p> | <p>Academic Support Program</p> | <p>08/08/2016</p> | <p>05/18/2017</p> | <p>\$20000</p> | <p>Title II Part A</p> | <p>RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor</p> |
|--|---------------------------------|-------------------|-------------------|----------------|------------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------|--|--------------------|------------|------------|-------------------|---|
| School Wellness | The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activities will be planned to meet the wellness needs of all students to include Family Fitness Nights. | Policy and Process | 08/08/2016 | 05/18/2017 | \$200 | School Wellness Committee, school staff, school administration, FRYSC staff |
| Math Minds Meet | Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills. | Direct Instruction | 11/01/2016 | 05/18/2017 | \$500 | classroom teachers, administrative staff, family resource coordinator, and assessment and intervention specialist |
| Total | | | | | \$700 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------|---|--------------------|------------|------------|-------------------|---|
| School Wellness | The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activities will be planned to meet the wellness needs of all students to include Family Fitness Nights. | Policy and Process | 08/08/2016 | 05/18/2017 | \$500 | School Wellness Committee, school staff, school administration, FRYSC staff |

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|------------------------|---|--------------------|------------|------------|---------------|--|
| Extending Reading Text | Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 | Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor |
| Total | | | | | \$1500 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|------------|------------|-------------------|--|
| Kentucky System of Interventions (RTI) | Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$20000 | RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor |
| Total | | | | | \$20000 | |

Text Books

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

Comprehensive School Improvement Plan

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|------------------------------|---|--------------------------|------------|------------|----------------|--|
| Extending Reading Text | Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 | Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor |
| Student Achievement Analysis | Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results. | Academic Support Program | 08/10/2016 | 05/18/2017 | \$21000 | Certified teachers, principal, assistant principal, counselor, curriculum resource teacher |
| Total | | | | | \$22000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|-----------------------|------------|------------|-------------------|--|
| Focused PLC Meetings | Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have? | Professional Learning | 08/10/2016 | 05/31/2017 | \$0 | Special education teachers and administrative team |
| Collaboration and Implementation for Co-teaching | Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 | Selected special education and regular education teachers, administrative team |
| TELL Survey/Professional Improvement | The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal | Professional Learning | 08/06/2015 | 06/09/2017 | \$0 | principal and assistant principal |

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|--------------------|--|--------------------------|------------|------------|------------|---|
| Internal Review | Embedded district professional development days will be provided for each team to complete initial and ongoing work for the year in order to meet proficiency as well as to meet timelines / procedures for district and state requirements. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 | Certified teachers, administrative staff, SBDM Council, assessment and intervention specialist |
| Monitoring | During PLC meetings, teachers will bring samples of students work, analyze student benchmark monitoring, student achievement, and share ideas for differentiated instruction within the co-teaching environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 | Special education teachers and administrative team |
| Writing Engagement | Grade level teams meet to develop lesson plans to target teacher/student developed rubrics. This will be done to promote student self assessment and confidence as writers when working with the ELA writing standards. | Direct Instruction | 06/01/2015 | 05/31/2016 | \$0 | Certified teachers, Principal, Assistant Principal, Counselor, District and School Curriculum Resource Teachers |
| Total | | | | | \$0 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------|------------|------------|-------------------|---|
| Professional Development / Release Days | Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 | Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants |

Comprehensive School Improvement Plan

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|---------------------------------|--|-----------------------|------------|------------|---------------|--|
| Teacher Training on Co-teaching | Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively. | Professional Learning | 08/10/2016 | 05/31/2017 | \$1500 | Identified special education and regular education teachers, administrative team |
| Math Minds Meet | Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills. | Direct Instruction | 11/01/2016 | 05/18/2017 | \$500 | classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist |
| Math enrichment | The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills. | Direct Instruction | 08/29/2016 | 04/28/2017 | \$1000 | AIS, classroom teachers |
| Total | | | | | \$4000 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------|------------|------------|-------------------|---|
| Common core math practice | All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$5500 | Classroom teachers, AIS, principal, assistant principal |
| Full Time Assessment and Intervention Specialist | Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis). | Academic Support Program | 08/01/2016 | 05/31/2017 | \$50000 | Assessment and Intervention Specialist, SBDM, Title I |

Comprehensive School Improvement Plan

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|------------------------------|--|--------------------------|------------|------------|---------|--|
| Student Achievement Analysis | Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results. | Academic Support Program | 08/10/2016 | 05/18/2017 | \$2500 | Certified teachers, principal, assistant principal, counselor, curriculum resource teacher |
| Total | | | | | \$58000 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|------------|------------|-------------------|---|
| Program Review Team | School admin will identify a team and teacher / admin lead for each program review area. Embedded in services will be used to review documentation to support program review practices. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 | Certified teachers, administrative staff, assessment and intervention specialist |
| Engaging Vocabulary for the Classroom | Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$2000 | certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator |
| Full Time Assessment and Intervention Specialist | Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis). | Academic Support Program | 08/01/2016 | 05/31/2017 | \$5000 | Assessment and Intervention Specialist, SBDM, Title I |

Comprehensive School Improvement Plan

Brandenburg Primary School

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|---------------------|--|--------------------------|------------|------------|----------------|--|
| Student Achievement | A classified substitute teacher will be hired to work with targeted gap student growth in ELA by providing extension activities and academic support | Academic Support Program | 08/29/2016 | 05/31/2017 | \$14000 | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |
| Student Achievement | A certified substitute teacher will be hired to target gap student growth in ELA and math by providing extension activities and academic support | Academic Support Program | 01/09/2017 | 04/28/2017 | \$7000 | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |
| Kindergarten KSI | Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 | Kindergarten Teachers and assistants, administrative team, district support personnel |
| Total | | | | | \$29000 | |

Phase II - KDE Assurances - Schools

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 |
|----------------------------------|---|-----------------|----------------|-------------------|
| 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

Brandenburg Primary 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. | N/A | | |

| 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. | N/A | | |

Comprehensive School Improvement Plan

Brandenburg Primary School

| 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 |
|--------------------------------|--|----------|---------|------------|
| 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. | N/A | | |

| 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. | N/A | | |

| 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. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|------------------------------|--|----------|---------|------------|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process. | N/A | | |

| 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 | | |

Comprehensive School Improvement Plan

Brandenburg Primary School

| 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 (provide the website link below). | Yes | http://brandenburg.ky.mcp.schoolsites.com | |

| 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, specialists 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 | | |

| 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. | N/A | | |

Comprehensive School Improvement Plan

Brandenburg Primary School

| Label | Assurance | Response | Comment | Attachment |
|--|---|----------|---------|------------|
| Para-educator Non-Instructional Duties | The school ensures that there is a schedule of non-instructional duties for para-educators 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. | N/A | | |

| 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 | | |

Phase II - KDE Compliance and Accountability - 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 2015. 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 TELLKY Survey results.

Goal 1:

To increase the percentage of TELL Survey results to 90% by 2017 (where applicable with resources and legalities)

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL survey and create a plan for favorable results by 05/31/2017 as measured by scores of 90% or better on the Spring 2017 administration of the TELL Survey..

Strategy1:

TELL Survey - The SBDM Council at Brandenburg Primary School will monitor the results of the TELL Survey to identify areas of strengths and areas of weakness for the school.

Category: Continuous Improvement

Research Cited: www.TELLKentucky.org

| Activity - TELL Survey/Professional Improvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------------------|
| The school principal will target a percentage increase for question Q8.1L on the TELL Survey from 84.1% to 100%. This will be accomplished by providing opportunities for all certified staff members to provide PD feedback with communication of results by principal | Professional Learning | 08/06/2015 | 06/09/2017 | \$0 - No Funding Required | principal and assistant principal |

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

Goal 1:

Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019

Measurable Objective 1:

100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

Strategy1:

School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and

Comprehensive School Improvement Plan

Brandenburg Primary School

meet the needs of these beginning students.

Category: Early Learning

Research Cited:

| Activity - Kindergarten KSI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 - District Funding | Kindergarten Teachers and assistants, administrative team, district support personnel |

| Activity - K Screening and Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Implement an annual orientation/"boot camp" for screening all K students and communicating results of the screener to parents. | Academic Support Program | 07/25/2016 | 08/12/2016 | \$1800 - Title I Part A | Kindergarten teachers and assistants, administrative team, district support personnel, FRC staff |

Strategy2:

Formative Assessment for Reading and Math - Teachers will utilize common formative assessments in reading and math for grades K-3 based on the Scott Foresman Reading Series and the Everyday Math series. The formative assessments will provide achievement data for all students to help drive instruction and learning.

Category: Early Learning

Research Cited: Learning by Doing: DuFour.

Classroom Assessment for Student Learning: Stiggins, Arter, Chappuis,

| Activity - Math enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------|
| The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills. | Direct Instruction | 08/29/2016 | 04/28/2017 | \$1000 - General Fund | AIS, classroom teachers |

| Activity - Math skill acquisition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--------------------------|--|
| All kindergarten teachers will extend their math instruction time from 30 to 60 minutes per day to work on basic math skills. | Direct Instruction | 08/10/2016 | 05/18/2017 | \$600 - District Funding | kindergarten teachers, kindergarten assistants |

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| Activity - Full Time Assessment and Intervention Specialist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---|---|
| Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis). | Academic Support Program | 08/01/2016 | 05/31/2017 | \$5000 - District Funding \$50000 - Title I Schoolwide | Assessment and Intervention Specialist, SBDM, Title I |

| Activity - Student Achievement Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---|--|
| Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results. | Academic Support Program | 08/10/2016 | 05/18/2017 | \$21000 - Text Books \$2500 - Title I Schoolwide | Certified teachers, principal, assistant principal, counselor, curriculum resource teacher |

Strategy3:

Student Engagement - Teachers will meet regularly to develop intentionally planned engaging language arts activities for all students.

Category: Early Learning

Research Cited: Look To Learning; Antonetti, Garver, and Garver. Writing is a Measure of Modeling and Thinking, Antonetti.

| Activity - Common core math practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|---|
| All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$5500 - Title I Schoolwide | Classroom teachers, AIS, principal, assistant principal |

| Activity - Math Minds Meet | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------------------|--|
| Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills. | Direct Instruction | 11/01/2016 | 05/18/2017 | \$500 - Other \$500 - General Fund | classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist |

| Activity - Engaging Vocabulary for the Classroom | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$2000 - District Funding | certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator |

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Strategy4:

Reading Rigor - Teachers will design and extend an intentional and intensive reading plan to increase rigor using the new ELA standards.

Category: Continuous Improvement

Research Cited: Scott-Foresman Reading Street by Pearson. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock

| Activity - Extending Reading Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--|--|
| Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 - Text Books \$1000 - Title I Part A | Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor |

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019

Measurable Objective 1:

100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

Strategy1:

School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and meet the needs of these beginning students.

Category: Early Learning

Research Cited:

| Activity - Kindergarten KSI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 - District Funding | Kindergarten Teachers and assistants, administrative team, district support personnel |

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| Activity - K Screening and Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Implement an annual orientation/"boot camp" for screening all K students and communicating results of the screener to parents. | Academic Support Program | 07/25/2016 | 08/12/2016 | \$1800 - Title I Part A | Kindergarten teachers and assistants, administrative team, district support personnel, FRC staff |

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

Goal 1:
Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019

Measurable Objective 1:
100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

Strategy1:
School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and meet the needs of these beginning students.
Category: Early Learning
Research Cited:

| Activity - K Screening and Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Implement an annual orientation/"boot camp" for screening all K students and communicating results of the screener to parents. | Academic Support Program | 07/25/2016 | 08/12/2016 | \$1800 - Title I Part A | Kindergarten teachers and assistants, administrative team, district support personnel, FRC staff |

| Activity - Kindergarten KSI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 - District Funding | Kindergarten Teachers and assistants, administrative team, district support personnel |

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 averaged combined reading/math K-PREP scores for elementary/middle students from 55.9% in 2014 to 85.1% in 2019

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Measurable Objective 1:

100% of Third grade students will collaborate to increase the overall reading and math for Brandenburg Primary School from 69.1% to 85.1% in 2017 in Reading by 05/31/2016 as measured by an increase in K-PREP scores..

Strategy1:

Formative Assessment for Reading and Math - Teachers will utilize common formative assessments in reading and math for grades K-3 based on the Scott Foresman Reading Series and the Everyday Math series. The formative assessments will provide achievement data for all students to help drive instruction and learning.

Category: Early Learning

Research Cited: Learning by Doing: DuFour.

Classroom Assessment for Student Learning: Stiggins, Arter, Chappuis,

| Activity - Student Achievement Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---|--|
| Utilizing resources from the Scott-Foresman Reading Street and Everyday Math series in grades kindergarten through three, teachers will analyze student achievement by developing a formative assessment plan. The plan will be aligned with the national ELA standards. This plan will include reading and math formative assessment for grades kindergarten through three. Embedded professional development will be used for teachers to review and analyze reading formative assessment results. | Academic Support Program | 08/10/2016 | 05/18/2017 | \$21000 - Text Books \$2500 - Title I Schoolwide | Certified teachers, principal, assistant principal, counselor, curriculum resource teacher |

| Activity - Math skill aquisition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--------------------------|--|
| All kindergarten teachers will extend their math instruction time from 30 to 60 minutes per day to work on basic math skills. | Direct Instruction | 08/10/2016 | 05/18/2017 | \$600 - District Funding | kindergarten teachers, kindergarten assistants |

| Activity - Math enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------|
| The AIS will use MAP data to identify higher achieving third grade math students to pull out for math enrichment three times per week. Higher level thinking and problem solving strategies will be emphasized. The AIS will also utilize the same MAP information to identify and provide reading enrichment pullout to third grade students twice per week during enrichment time. First grade students will be identified and pulled one time per week to work on higher level math skills. | Direct Instruction | 08/29/2016 | 04/28/2017 | \$1000 - General Fund | AIS, classroom teachers |

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| Activity - Full Time Assessment and Intervention Specialist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---|---|
| Specialist will provide teacher, curriculum, and administrative support as needed to improve student achievement. Four extended days will be added to the AIS job description to enable the AIS to analyze data and coordinate programs (KSI, Brigance, MAP/KPREP analysis). | Academic Support Program | 08/01/2016 | 05/31/2017 | \$50000 - Title I Schoolwide \$5000 - District Funding | Assessment and Intervention Specialist, SBDM, Title I |

Strategy2:

Student Engagement - Teachers will meet regularly to develop intentionally planned engaging language arts activities for all students.

Category: Early Learning

Research Cited: Look To Learning; Antonetti, Garver, and Garver. Writing is a Measure of Modeling and Thinking, Antonetti.

| Activity - Engaging Vocabulary for the Classroom | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Grade levels will investigate engaging activities from sources such as Antonetti's work and Whole Brain Research. Targeted vocabulary words will be taken from each grade levels' Scott Foresman reading material and will be presented utilizing engaging strategies. This will increase rigor and initiate a deeper understanding of the ELA content. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$2000 - District Funding | certified teachers, principal, assistant principal, counselor, assessment and intervention specialist, and family resource center coordinator |

| Activity - Math Minds Meet | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------------------|--|
| Math Minds Meet (M3) will be continued at BPS to engage students in higher order, hands on, problem solving math skills and strategies. The assessment and intervention specialist will collaborate with teachers to develop a day long event in which students will explore math centers that encourage problem solving and higher order math skills. | Direct Instruction | 11/01/2016 | 05/18/2017 | \$500 - General Fund \$500 - Other | classroom teachers, administrative staff, family resource center coordinator, and assessment and intervention specialist |

| Activity - Common core math practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|---|
| All teachers K-3 will use Simple Solutions Common Core Practice to strengthen their students' understanding of grade level math concepts. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$5500 - Title I Schoolwide | Classroom teachers, AIS, principal, assistant principal |

Strategy3:

School Readiness - All incoming Kindergarten students will be screened using the common state-wide screener (Brigance) to identify and meet the needs of these beginning students.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Brandenburg Primary School

| Activity - K Screening and Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Implement an annual orientation/"boot camp" for screening all K students and communicating results of the screener to parents. | Academic Support Program | 07/25/2016 | 08/12/2016 | \$1800 - Title I Part A | Kindergarten teachers and assistants, administrative team, district support personnel, FRC staff |

| Activity - Kindergarten KSI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Utilize Brigance data, teacher observations, and MAP data to identify K students in need of benchmarking in AimsWeb probes to determine KSI needs. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$1000 - District Funding | Kindergarten Teachers and assistants, administrative team, district support personnel |

Strategy4:

Reading Rigor - Teachers will design and extend an intentional and intensive reading plan to increase rigor using the new ELA standards.

Category: Continuous Improvement

Research Cited: Scott-Foresman Reading Street by Pearson. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock

| Activity - Extending Reading Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|--|--|
| Teachers will design intensive and intentional instruction for one story text that will utilize the extension resources from the Scott-Foresman Reading Series. This intensive plan will allow students to delve deeper into the reading standards. This plan will extend the weekly story to a two week selection allowing time for development of comprehension, fluency, speaking, and writing skills. Science and / or social studies standards will also be utilized in the unit. The AIS will collaborate with classroom teachers K-3 to plan science activities that correlate with their extended reading unit. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 - Text Books \$1000 - Title I Part A | Certified teachers, Principal, Asst. Principal, Curriculum Resource Teacher, Counselor |

Goal 2:

Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020

Measurable Objective 1:

collaborate to reduce the number of novice performing students in reading and math by 05/18/2017 as measured by KPREP 2016 scores.

Strategy1:

Identification of Novice Students - Teachers and administrators will meet to analyze MAP data projection reports and interim assessment data that identify students performing at the novice level in reading and math.

Category: Continuous Improvement

Research Cited: Raising The Bar and Closing The Gap; Dufour, Dufour, Eaker, Karhanek ; Best Practice; Zemelman, Daniels, Hyde ; Classroom Assessment for Student Learning; Stiggins, Arter, Chappuis, Chappuis

Comprehensive School Improvement Plan

Brandenburg Primary School

| Activity - Professional Development / Release Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 - General Fund | Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants |

| Activity - Kentucky System of Interventions (RTI) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$20000 - Title II Part A | RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 59.9% in 2014 to 79.8% in 2019.

Measurable Objective 1:

80% of Third grade students will demonstrate a proficiency in math as well as in Reading by 05/31/2017 as measured by an increase in K-PREP scores from 59.9% in 2014 to 79.1% in 2017.

Strategy1:

Gap Awareness - Regular education teachers will be made aware of gap students in their classroom in order to monitor their academic achievement.

Category: Continuous Improvement

Research Cited:

| Activity - Student Achievement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| A certified substitute teacher will be hired to target gap student growth in ELA and math by providing extension activities and academic support | Academic Support Program | 01/09/2017 | 04/28/2017 | \$7000 - District Funding | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |

Comprehensive School Improvement Plan

Brandenburg Primary School

| Activity - Student Achievement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------|--|
| A classified substitute teacher will be hired to work with targeted gap student growth in ELA by providing extension activities and academic support | Academic Support Program | 08/29/2016 | 05/31/2017 | \$14000 - District Funding | Certified teachers, certified substitute teacher, administrative team, assessment and intervention specialist. |

Strategy2:

Best Practice: Co-teaching - The use of co-teaching will continue across all grade levels so that more students have the benefit of instruction in the least restrictive environment.

Category: Professional Learning & Support

Research Cited:

| Activity - Teacher Training on Co-teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Selected teachers will continue to incorporate Marilyn Friend co-teaching strategies. Teachers will utilize co-teaching models as appropriate in the classroom. Special Education Teachers will also help teachers schedule collaborative planning time to implement the models effectively. | Professional Learning | 08/10/2016 | 05/31/2017 | \$1500 - General Fund | Identified special education and regular education teachers, administrative team |

| Activity - Collaboration and Implementation for Co-teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Schedules and lesson plans have been developed in conjunction with special ed teachers and regular ed teachers that identify co-teaching objectives and implementation. The co-teaching model allows gap students more access to the general education curriculum, differentiated instruction, and a flexible learning environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 - No Funding Required | Selected special education and regular education teachers, administrative team |

| Activity - Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| During PLC meetings, teachers will bring samples of students work, analyze student benchmark monitoring, student achievement, and share ideas for differentiated instruction within the co-teaching environment. | Policy and Process | 08/10/2016 | 05/31/2017 | \$0 - No Funding Required | Special education teachers and administrative team |

Strategy3:

Best Practice: PLC - Special education teachers will meet to continue Professional Learning.

Category:

Research Cited:

Comprehensive School Improvement Plan

Brandenburg Primary School

| Activity - Focused PLC Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will meet regularly to discuss: What do students need to know (what will the instruction look like which will include co-teaching discussion)? How will we know when they have learned it? How will we respond when students have not learned it? How will we respond when they have? | Professional Learning | 08/10/2016 | 05/31/2017 | \$0 - No Funding Required | Special education teachers and administrative team |

Goal 2:

Brandenburg Primary School will reduce the number of novice scoring students in reading from 10.6% in 2015 to less than 10% in 2020 and in math from 10.6% to less than 10% in 2020

Measurable Objective 1:

collaborate to reduce the number of novice performing students in reading and math by 05/18/2017 as measured by KPREP 2016 scores.

Strategy1:

Identification of Novice Students - Teachers and administrators will meet to analyze MAP data projection reports and interim assessment data that identify students performing at the novice level in reading and math.

Category: Continuous Improvement

Research Cited: Raising The Bar and Closing The Gap; Dufour, Dufour, Eaker, Karhanek ; Best Practice; Zemelman, Daniels, Hyde ;

Classroom Assessment for Student Learning; Stiggins, Arter, Chappuis, Chappuis

| Activity - Professional Development / Release Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Teachers and administrators will meet one time per semester on a scheduled release day to analyze interim assessments and MAP projection data. The data will be utilized to help design enrichment and remediation activities for reading and math. Students that are performing in the novice category will be targeted for extra assistance in reading and math during the remediation times. | Direct Instruction | 08/08/2016 | 05/18/2017 | \$1000 - General Fund | Classroom teachers, principal, assistant principal, counselor, Assessment and Intervention Specialist, Title I assistants |

| Activity - Kentucky System of Interventions (RTI) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive Tier 2 or Tier 3 interventions for math and/ or reading if they are identified through MAP and AimsWeb testing done three times per school year. Tier 3 students will be identified as those students performing below the 10th percentile. Tier 2 students will be identified as those students performing between the 25th and 10th percentile. Students in tiers will be targeted for extra assistance in reading and / or math. KSI time will be built into the master schedule and will be a protected time for remediation. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$20000 - Title II Part A | RTA reading coach, Assessment and Intervention Specialist, classroom teachers, ESS Daytime Waiver assistant, Title I assistants, Principal, Assistant Principal, Counselor |

Comprehensive School Improvement Plan

Brandenburg Primary School

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Maintain the percentage of program reviews obtaining a proficient score or rating for Visual and Performing Arts, PL/CS, Writing, Global Competency/ World Language and Primary Program Review in 2017

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing, PL/CS, Primary Program Review and in Art & Humanities by 05/31/2017 as measured by internal reviews three times per year using the program review rubric.

Strategy1:

Program Review Improvement - Using the baseline data from 2016, the Visual/Performing Arts, PL/CS, Writing, Global Competency/World Language, and Primary Program Review will be reviewed to determine current scores, areas for improvement, and time lines / evidence to support growth.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education / Program Review Page

| Activity - School Wellness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---|---|
| The school wellness committee will utilize the Fitness Gram program and the Be Physically Smart program to set goals, track student fitness and formulate the schools' wellness policy. Activities will be planned to meet the wellness needs of all students to include Family Fitness Nights. | Policy and Process | 08/08/2016 | 05/18/2017 | \$500 - Title I Part A \$200 - Other | School Wellness Committee, school staff, school administration, FRYSC staff |

| Activity - Program Review Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| School admin will identify a team and teacher / admin lead for each program review area. Embedded in services will be used to review documentation to support program review practices. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 - District Funding | Certified teachers, administrative staff, assessment and intervention specialist |

Comprehensive School Improvement Plan

Brandenburg Primary School

| Activity - Internal Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Embedded district professional development days will be provided for each team to complete initial and ongoing work for the year in order to meet proficiency as well as to meet timelines / procedures for district and state requirements. | Academic Support Program | 08/08/2016 | 05/18/2017 | \$0 - No Funding Required | Certified teachers, administrative staff, SBDM Council, assessment and intervention specialist |

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?

The Meade County School District is a system approximately 5000 students whose academic coursework, extracurricular activities, and athletic programs reflect our belief in providing a quality educational experience for all students, preschool through grade twelve. The district consists of six elementary schools for students preschool through grade 6: Brandenburg Primary, David T. Wilson, Ekron, Flaherty, Flaherty Primary, and Payneville. Students attend Stuart Pepper Middle School for grades 7 and 8 and James R. Allen Freshman Academy/Meade County High School for grades 9-12. In addition, the Meade County Area Technology Center offers many programs to prepare students for the career of their choice. Brandenburg Primary School (BPS) is in the heart of Brandenburg, KY in Meade County. Enrollment at our school includes pre-school through third grade and is composed of 794 students! Our school is the largest primary school in the district . We are a rural, farming community that is located along the Ohio River. We have a limited amount of diversity with only a small minority population. Brandenburg Primary offers school-wide Title 1 services due to our percentage of free/reduced lunch students. We have a dedicated staff of over 90 individuals that work to develop the individual needs of our students. Our student body includes a special education population of over 21%. This large gap population demands that we continue to meet individual needs daily. Our Kentucky System of Interventions (KSI) Program is a vital component of our students' success as well as Individual Education Plans.

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.

Brandenburg Primary School is a place where every person will be a teacher, every teacher will be a leader, and every student will be a success. All resources and decisions are focused on enhancing teaching and learning. Brandenburg Primary School works with students to reach a high level of academic performance as they prepare to become productive members of society through college and career readiness. This is accomplished through quality programs and actions by all staff members; service and services that achieve and exceed the expectations of our stakeholders; and an atmosphere of teamwork. Success in language arts and math drive all the master scheduling at Brandenburg Primary. Human resources are allocated to classroom teachers for learning support. This maximizes the potential for high student achievement. KSI is also incorporated into the master schedule to provide learning support for struggling students. According to our reading MAP scores given in the spring, 90% of our 3rd grade students are on grade level as they transition to 4th grade. More than 90% of all third grade students were also on or above grade level in math. We utilized the Brigance to screen all of our entering Kindergarten students to assess school readiness. This was vital information for our Kindergarten teachers to start with in order to plan effectively for all individual students.

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.

Brandenburg Primary School (BPS) was designated as a School of Distinction High Progressing #2 in the state as measured by the Kentucky Performance Rating for Educational Progress (K-PREP) in 2016. We achieved 100% of our Gap Novice Reduction Goals for our Gap groups at BPS. We continue to work on building student and parent relationships through our first report card parent conferences and our school-based mentoring program. BPS will continue to focus on all students achieving in the areas of reading and math. Another area of improvement that BPS staff will continue to target is special education individual student achievement. The co-teaching model will be utilized in all content areas when appropriate for student growth. The Brigance Test will be utilized to screen all kindergarten students entering our primary school. The results will help determine each students' level of readiness.

Additional Information

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

In the last five years Brandenburg Primary has been in the top 10 percent of all elementary schools in the state of Kentucky based on testing results. We are very proud of our ability to sustain this high level of performance while continuing to build relationships within our school and community.