



Comprehensive School Improvement Plan

Grandview Elementary School
Bellevue Independent

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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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		GES

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.

Teachers in this building are all highly qualified in their fields. Placement of students is random and done following a procedure that assures students are in heterogeneous groups.

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.

Parental engagement is not fully implemented. Families come to our events and participate but full engagement is not yet the norm. Attendance for some students is an issue and can often be tied back to drug use by adults in the home as indicated by surveys and notes from family resource center. Many students have had traumatic experiences or have mental health issues that the school attempts to support as well. We also are implementing new teaching strategies. These strategies are new to teachers and may need some refinement before results are seen.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals Chart

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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, 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:

Equitable Access to Effective Educators National Board Certified Teachers

Measurable Objective 1:

collaborate to increase the number of National Board Certified Teachers from 5 to 8 by 05/31/2018 as measured by National Board Certified Teachers Data.

Strategy1:

National Board Certified Teachers - The district has financially supported 5 teachers to pursue this. In 2016-17, the district will support 3 or more teachers. This is a two year process.

Category: Professional Learning & Support

Research Cited:

Activity - Recruitment and Support of NBCT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will communicate the expectations and support to prospective teachers who are interested in pursuing this certification.	Professional Learning	12/01/2016	05/31/2018	\$0 - Title II Part A	Superintendent and Director of Academic Services

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?

SBDM members, school staff, and PTSCO.

Relationship Building

Overall Rating: 2.86

	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.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.43

	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).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.17

	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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	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: 2.5

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.33

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	After school programs are offered to some students.	Novice

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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

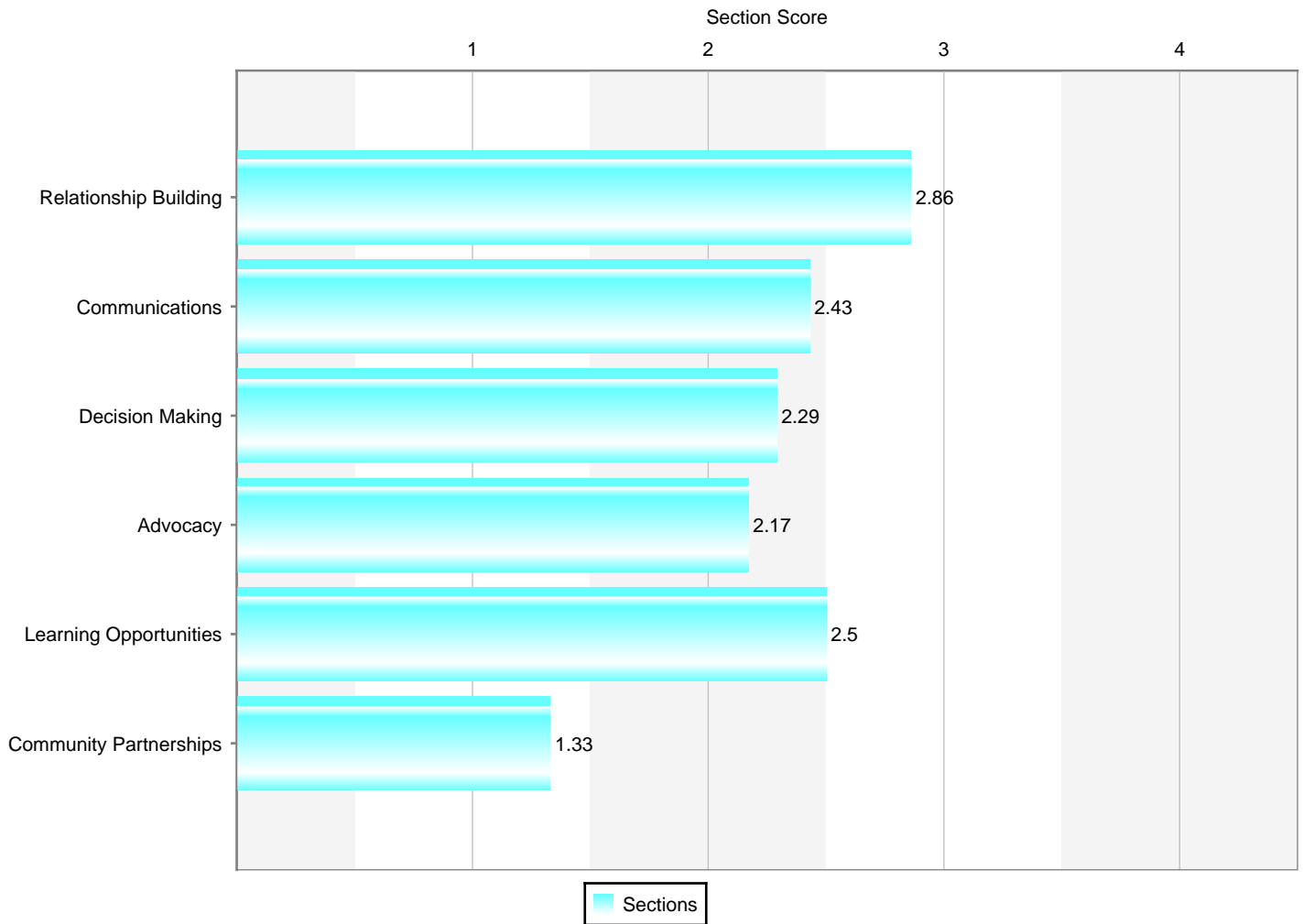
Reflection

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

Although the school is beginning to make strides in including more parent engagement opportunities, there is still a way to go. The administration needs to do a better job of connecting all stakeholders together. Little if any effort is given to provide links to outside agencies other than for emergency reasons.

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.

For this improvement plan, all calls and messages requesting service on SBDM committees was requested. Stakeholders contacted the school either by phone or email stating which committee they wished to serve on. All teachers were placed on a committee of their choosing. SBDM teacher members were elected as chairpersons of committees. Meetings were held at convenience of parents.

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

Committees reviewed areas of concern and made recommendations based on 2015 CSIP. General consensus is to stay course and not institute new activities other than adding in some test taking skill teaching in line with current practice.

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

Final plan is placed and available on school webpage. SBDM will conduct reviews on quarterly basis after reports from SBDM committees have done implementation reviews.

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?

In looking at test scores, information pertaining to which areas are strengths and which areas are weakest need to be answered. In addition, what areas should be our focus for the upcoming school year need to be addressed. The data does not tell us if The Bellevue classroom initiative we started last year made a difference or gives us any real insight into which demographic to focus most on as 72% are students on Free and Reduced lunch and those areas repeatedly show up as deficit areas.

Areas of Strengths

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

Areas of strength are Writing and Social Studies. In these two areas we are focusing more on writing to learn activities. Student activities are focused on thinking through writing and discourse.

Opportunities for Improvement

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

Students with disabilities are not performing as high as we would like. We are not reducing the novice or increasing proficiency in Reading and Math. Writing slightly improved but we still need to make this an area of growth. Strengthening our Core Instruction in Reading, Writing and Math and refining our RTI will be our focus in order to increase student achievement.

Conclusion

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

In addressing areas of concern, the school staff will continue to focus on thinking strategies and the workshop approach to teaching literacy and math. We will expand our RTI for reading to include students in first and second grade. We will also assess our students through unit tests that are closely aligned to the expectation of the standard.

Comprehensive School Improvement Plan

December 2016

Overview

Plan Name

Comprehensive School Improvement Plan December 2016

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	According to the TELL Survey, 41% of the teachers agree that parents are influential in decision making at our school. The percentage that agree will increase to 50%.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Increase Kindergarten readiness from 44.8% in 2015-16 to 85.7% in 2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Grandview Elementary will increase its 3rd Grade Reading and Math Proficiency to 60% Proficiency by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Program Reviews will continue to be addressed	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Grandview Elementary will decrease the percentage of novice students in Reading to 12.5% and in Math to 8.2% by 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Combined Reading and Math Scores for non duplicated gap group will increase from 35.4% Proficient and Distinguished in 2016 to 69.6% in 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Equitable Access to Effective Educators National Board Certified Teachers	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: According to the TELL Survey, 41% of the teachers agree that parents are influential in decision making at our school. The percentage that agree will increase to 50%.

Measurable Objective 1:

collaborate to increase the percentage of teachers that see parents as influential decision makers to 50% by 06/01/2017 as measured by the TELL Survey.

Strategy 1:

Literacy and Math Events - At least four times per year, stakeholders will be invited to attend events focused on Literacy or Math

Category: Stakeholder Engagement

Activity - Literacy/Math nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four times a year, students will display work that exemplifies what students are doing in reading, writing, or math. A special program will be provided and community will be invited to look over work and share a meal.	Community Engagement	01/09/2017	12/04/2017	\$0	FRYSC	FRYSC School Counselor All Staff
Activity - Communication with parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will develop a monthly newsletter that highlights past learning and upcoming events. This will become part of the Growler sent out to parents the first Friday of each month.	Parent Involvement	01/09/2017	12/04/2017	\$0	General Fund	Communication Committee members all classroom teachers FRYSC

Goal 2: Increase Kindergarten readiness from 44.8% in 2015-16 to 85.7% in 2019

Measurable Objective 1:

collaborate to increase kindergarten readiness from 44.8% to 80% in 2016-17 by 09/04/2017 as measured by Brigance Test.

Strategy 1:

Me and My School - Implement Me and My School program each summer for all incoming kindergarten students

Category: Early Learning

Activity - Me and My School Summer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In order to increase participation, the counselor, principal and preschool teachers will collaborate on communication to parents on the benefits of this program.	Academic Support Program	12/01/2016	08/01/2017	\$0	Grant Funds	Counselor, Principals, Preschool staff
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Goal 3: Grandview Elementary will increase its 3rd Grade Reading and Math Proficiency to 60% Proficiency by 2019.

Measurable Objective 1:

collaborate to increase 3rd grade proficiency in reading and math to 40% for the 2016-17 school year by 08/01/2017 as measured by KPREP .

Strategy 1:

RTI for Primary Grades - Implement a research based RTI Reading program in the primary grades.

Continue implementing ST Math in the primary grades.

Category: Continuous Improvement

Activity - LLI Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI will be used in small groups with struggling 1st and 2nd grade readers.	Academic Support Program	01/17/2017	06/01/2017	\$0	Title I Part A	Administrators, teachers and paraeducators

Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ST Math is used 3x a week for 30 minutes in primary classrooms. Progress Monitoring is built into this program along with next steps for instruction.	Academic Support Program	12/05/2016	06/01/2017	\$0	Title I Part A	Teachers, administrators and coach

Goal 4: Program Reviews will continue to be addressed

Measurable Objective 1:

collaborate to increase the effectiveness of our programs which are monitored by the program reviews by 06/15/2017 as measured by Program Review results.

Strategy 1:

Monitoring - Teachers will collaborate to assure programming is current, up to date, and meets requirements of the review.

Category: Continuous Improvement

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Activity - Review of Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with program review leads to determine the level to which all aspects of programming are achieved.	Other - Collaboration	12/05/2016	08/01/2017	\$0	No Funding Required	Teachers, admin

Goal 5: Grandview Elementary will decrease the percentage of novice students in Reading to 12.5% and in Math to 8.2% by 2020.

Measurable Objective 1:

collaborate to decrease the novice students in Reading to 20% and in Math to 13.1% by 2016-17 by 08/01/2017 as measured by KPREP .

Strategy 1:

Bellevue Classroom - Bellevue Classroom includes thinking strategies and workshop approach.

Category: Continuous Improvement

Activity - Fidelity of Implemenation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, coach and administrators will continue to study and refine their knowledge on the implementation of the Bellevue Classroom. Strategies for differentiating within the work time will be a focus.	Academic Support Program, Professional Learning	01/09/2017	08/01/2017	\$0	General Fund	Administrator s, teachers and coach

Goal 6: Combined Reading and Math Scores for non duplicated gap group will increase from 35.4% Proficient and Distinguished in 2016 to 69.6% in 2019.

Measurable Objective 1:

collaborate to increase proficiency of non-duplicated gap group from 34.1% in Reading to 59.5% and 36.6% in Math to 54.8% by 08/01/2017 as measured by KPREP .

Strategy 1:

RTI - RTI in Reading and Math will occur in all grade levels.

Category: Continuous Improvement

Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Grandview Elementary School

We will continue to use Read 180, System 44 and Lexia in all grades. We will be adding the LLI Reading Program to the Primary Grades.	Academic Support Program	01/09/2017	08/01/2017	\$0	Title I Part A	Administrator s, teachers, coach and paraeducator s
Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to use ST Math 3 times a week for 30 minutes and focus on automaticity of math facts. We will continue to research resources for Tier III.	Academic Support Program	01/09/2017	08/01/2017	\$0	Title I Part A	Administrator s, coach, teachers and paraeducator s

Goal 7: Equitable Access to Effective Educators National Board Certified Teachers

Measurable Objective 1:

collaborate to increase the number of National Board Certified Teachers from 5 to 8 by 05/31/2018 as measured by National Board Certified Teachers Data.

Strategy 1:

National Board Certified Teachers - The district has financially supported 5 teachers to pursue this. In 2016-17, the district will support 3 or more teachers. This is a two year process.

Category: Professional Learning & Support

Activity - Recruitment and Support of NBCT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The superintendent will communicate the expectations and support to prospective teachers who are interested in pursuing this certification.	Professional Learning	12/01/2016	05/31/2018	\$0	Title II Part A	Superintende nt and Director of Academic Services

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math RTI	We will continue to use ST Math 3 times a week for 30 minutes and focus on automaticity of math facts. We will continue to research resources for Tier III.	Academic Support Program	01/09/2017	08/01/2017	\$0	Administrators, coach, teachers and paraeducators
ST Math	ST Math is used 3x a week for 30 minutes in primary classrooms. Progress Monitoring is built into this program along with next steps for instruction.	Academic Support Program	12/05/2016	06/01/2017	\$0	Teachers, administrators and coach
Reading RTI	We will continue to use Read 180, System 44 and Lexia in all grades. We will be adding the LLI Reading Program to the Primary Grades.	Academic Support Program	01/09/2017	08/01/2017	\$0	Administrators, teachers, coach and paraeducators
LLI Reading Program	LLI will be used in small groups with struggling 1st and 2nd grade readers.	Academic Support Program	01/17/2017	06/01/2017	\$0	Administrators, teachers and paraeducators
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruitment and Support of NBCT	The superintendent will communicate the expectations and support to prospective teachers who are interested in pursuing this certification.	Professional Learning	12/01/2016	05/31/2018	\$0	Superintendent and Director of Academic Services
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Grandview Elementary School

Review of Work	Teachers will work with program review leads to determine the level to which all aspects of programming are achieved.	Other - Collaboration	12/05/2016	08/01/2017	\$0	Teachers, admin
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fidelity of Implementation	Teachers, coach and administrators will continue to study and refine their knowledge on the implementation of the Bellevue Classroom. Strategies for differentiating within the work time will be a focus.	Academic Support Program, Professional Learning	01/09/2017	08/01/2017	\$0	Administrators, teachers and coach
Communication with parents	Each grade level will develop a monthly newsletter that highlights past learning and upcoming events. This will become part of the Growler sent out to parents the first Friday of each month.	Parent Involvement	01/09/2017	12/04/2017	\$0	Communication Committee members all classroom teachers FRYSC
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Me and My School Summer Program	In order to increase participation, the counselor, principal and preschool teachers will collaborate on communication to parents on the benefits of this program.	Academic Support Program	12/01/2016	08/01/2017	\$0	Counselor, Principals, Preschool staff
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math nights	Four times a year, students will display work that exemplifies what students are doing in reading, writing, or math. A special program will be provided and community will be invited to look over work and share a meal.	Community Engagement	01/09/2017	12/04/2017	\$0	FRYSC School Counselor All Staff
Total					\$0	

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	With the entire staff as well as with SBDM council, a comprehensive needs assessment was conducted looking at 2016 KPREP data	

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

Grandview Elementary School

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

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

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

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

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

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

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

Grandview Elementary 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.	Yes		

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

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

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

Grandview Elementary 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://grandview.ky.bie.schoolinsites.com/?PageName='OrganizationPage'&OrganizationID='15917'	

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

Grandview Elementary 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:

According to the TELL Survey, 41% of the teachers agree that parents are influential in decision making at our school. The percentage that agree will increase to 50%.

Measurable Objective 1:

collaborate to increase the percentage of teachers that see parents as influential decision makers to 50% by 06/01/2018 as measured by the TELL Survey.

Strategy1:

Literacy Events - At least four times per year, stakeholders will be invited to attend events focused on Literacy or Math

Category: Stakeholder Engagement

Research Cited:

Activity - Literacy/Math nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four times a year, students will display work that exemplifies what students are doing in reading, writing, or math. A special program will be provided and community will be invited to look over work and share a meal.	Community Engagement	01/09/2017	12/03/2018	\$1000 - FRYSC	FRYSC School Counselor All Staff

Activity - Communication with parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will develop a monthly newsletter that highlights past learning and upcoming events. This will become part of the Growler sent out to parents the first Friday of each month.	Parent Involvement	01/09/2017	12/03/2018	\$500 - General Fund	Communication Committee members all classroom teachers FRYSC

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

Goal 1:

Increase the percentage of Proficient and Distinguished students in reading and math K-PREP scores for all students from 38.4% in 2015-16 to 71.6% in 2019

Comprehensive School Improvement Plan

Grandview Elementary School

Measurable Objective 1:

collaborate to the use of Thinking Strategies and the Workshop model in both Reading and Math by 12/04/2017 as measured by walk throughs that note the use of thinking strategies and the plans that reflect the processes of a workshop approach.

Strategy1:

Book Study - Teachers will participate in several book studies to emphasize thinking strategies and processes of workshop. Early Release Days and PLCs will focus on implementing of these strategies in the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Book Study/ERD/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The book study will focus on Making Thinking Visible by Ritchhart, Church and Morrison. Teachers also read books to support their Professional Growth Plans and the work within their PLCs.	Professional Learning	07/01/2016	12/04/2017	\$500 - General Fund	Instructional Coach, teachers and administrators

Activity - Book Share	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers choose from Reading with Meaning, No More I'm Done or another book focused on teaching strategies to share with others during early release days	Professional Learning	02/10/2016	05/20/2016	\$500 - General Fund	Administration instructional coach teachers

Strategy2:

Intervention Protocols - Students not at a target benchmark on MAP test will be placed in RTI protocol classes.

Category: Learning Systems

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Read 180, System 44, Lexia, ST Math, and/or Fountas and Pinnell LLI programs.	Academic Support Program	12/01/2016	12/01/2017	\$0 - Title I Part A	All teachers, administrators, Title I staff

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

Goal 1:

Increase Kindergarten readiness from 44.8% in 2015-16 to 85.7% in 2019

Measurable Objective 1:

collaborate to increase kindergarten readiness from 44.8% to 80% in 2016-17 by 09/04/2017 as measured by Brigance Test.

SY 2016-2017

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Comprehensive School Improvement Plan

Grandview Elementary School

Strategy1:

Me and My School - Implement Me and My School program each summer for all incoming kindergarten students

Category: Early Learning

Research Cited:

Activity - Me and My School Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase participation, the counselor, principal and preschool teachers will collaborate on communication to parents on the benefits of this program.	Academic Support Program	12/01/2016	08/01/2017	\$0 - Grant Funds	Counselor, Principals, Preschool staff

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

Goal 1:

Increase the number of students who are Kindergarten ready on Brigance screening by 10% each year.

Measurable Objective 1:

A 10% increase of Pre-K grade students will demonstrate student proficiency (pass rate) of Kindergarten readiness in Reading by 08/28/2018 as measured by results of brigance testing.

Strategy1:

Me and My School - Students will attend program in order to prepare them for Kindergarten Readiness testing

Category: Early Learning

Research Cited:

Activity - Attendance at Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Readiness program for entering Kindergarten students	Academic Support Program Other - Me and My School	06/01/2017	08/01/2017	\$3000 - Grant Funds	Tara Wittrock

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

Goal 1:

SY 2016-2017

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Comprehensive School Improvement Plan

Grandview Elementary School

Grandview Elementary will increase its 3rd Grade Reading and Math Proficiency to 60% Proficiency by 2019.

Measurable Objective 1:

collaborate to increase 3rd grade proficiency in reading and math to 40% for the 2016-17 school year by 08/01/2017 as measured by KPREP

Strategy1:

RTI for Primary Grades - Implement a research based RTI Reading program in the primary grades.

Continue implementing ST Math in the primary grades.

Category: Continuous Improvement

Research Cited:

Activity - LLI Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LLI will be used in small groups with struggling 1st and 2nd grade readers.	Academic Support Program	01/17/2017	06/01/2017	\$0 - Title I Part A	Administrators, teachers and paraeducators

Activity - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ST Math is used 3x a week for 30 minutes in primary classrooms. Progress Monitoring is built into this program along with next steps for instruction.	Academic Support Program	12/05/2016	06/01/2017	\$0 - Title I Part A	Teachers, administrators and coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading proficiency ratings for economically disadvantaged students from 44.7% in 2015 to 71.2% in 2019.

Measurable Objective 1:

demonstrate a proficiency of all students in Reading of 57.6 by 05/20/2016 as measured by the K-Prep scores for grades 3-5.

Strategy1:

Workshop Approach - Each classroom will teach both reading and writing through a workshop approach.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Grandview Elementary School

Activity - Reading/Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop philosophy. Each day lessons will include a mini-lesson, independent work time and a reflection/share time.	Direct Instruction	08/17/2015	05/19/2017	\$3000 - General Fund	All grade level teachers

Strategy2:

Thinking Strategies Initiative - The principal will assure that all teachers are utilizing thinking strategies in classrooms.

Category: Integrated Methods for Learning

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will instruct students in the use of thinking strategies. These strategies will be reflected in I can learning targets each day	Direct Instruction	08/17/2015	06/01/2017	\$0 - No Funding Required	Administration and instructional coach

Goal 2:

Combined Reading and Math Scores for non duplicated gap group will increase from 35.4% Proficient and Distinguished in 2016 to 69.6% in 2019.

Measurable Objective 1:

collaborate to increase proficiency of non-duplicated gap group from 34.1% in Reading to 59.5% and 36.6% in Math to 54.8% by 08/01/2017 as measured by KPREP .

Strategy1:

RTI - RTI in Reading and Math will occur in all grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to use ST Math 3 times a week for 30 minutes and focus on automaticity of math facts. We will continue to research for resources for Tier III.	Academic Support Program	01/09/2017	08/01/2017	\$0 - Title I Part A	Administrators, coach, teachers and paraeducators

Activity - Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to use Read 180, System 44 and Lexia in all grades. We will be adding the LLI Reading Program to the Primary Grades.	Academic Support Program	01/09/2017	08/01/2017	\$0 - Title I Part A	Administrators, teachers, coach and paraeducators

Comprehensive School Improvement Plan

Grandview Elementary 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:

Program Reviews will continue to be addressed

Measurable Objective 1:

collaborate to increase the effectiveness of our programs which are monitored by the program reviews by 06/15/2017 as measured by Program Review results.

Strategy1:

Monitoring - Teachers will collaborate to assure programming is current, up to date, and meets requirements of the review.

Category: Continuous Improvement

Research Cited:

Activity - Review of Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with program review leads to determine the level to which all aspects of programming are achieved.	Other - Collaboration	12/05/2016	08/01/2017	\$0 - No Funding Required	Teachers, admin

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?

Grandview Elementary prides itself on being an inviting school that provides a comfortable, safe and welcoming atmosphere for all stakeholders. We are located along the Ohio River directly across from downtown Cincinnati. Our school is home to preschool through fifth grade and our current enrollment is approximately 330 students. We offer an onsite daycare which is an excellent resource for our school families and teachers. We currently have one full time principal, one full time assistant principal, one full time school counselor, one full time instructional coach, one full time Family Resource Youth Service Center coordinator and a very caring group of teachers and instructional assistants.

We recognize the importance of quality education and strive to provide our students the highest quality instruction possible. Grandview is fortunate to be an integral part of the Bellevue Community. Grandview is an elementary school in an urban setting. Many families have lived in the city for generations so there is a great deal of tradition and pride. Families continue to send their children because they went here and want their children to attend. There are three classes of each grade 1-5 and 2 kindergarten classes, All teachers are working hard to show and teach Bellevue pride and a positive way of looking at everything is our norm.

We embrace the district initiative, The Bellevue Classroom. This pushes us to become better educators for our students. We are constantly refining our skills and creating a community of learners where thinking strategies and student engagement are our focus.

School's Purpose

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

Mission Statement: Grandview Elementary School is a welcoming and safe school that encourages high achievement, lifelong learning, respect for all people, and active partnership with our community.

We promise to:

- *Create a positive and inviting culture that embraces the belief that all students need a rigorous and relevant curriculum and all children can learn.
- *Establish and maintain a safe and orderly environment.
- *Set high expectations that are monitored: then hold both students and adults accountable for students' continuous growth towards college career readiness by graduation.
- *Create a framework to organize curriculum that drives instruction toward both rigor and relevance and leads to a continuum of instruction between grades and across disciplines.
- *Create multiple pathways to rigor and relevance based upon a student's interest, learning style, aptitude, and needs.
- *Obtain and leverage parent community involvement fully in schools

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.

Over the last three years we have developed and maintained a number of initiatives. We have created professional learning communities among our grade level teams to ensure student progress is closely monitored. These communities consists of our principals, classroom teachers, our Title I Reading Specialist, instructional coach, special education teachers, our school counselor, and our FRYSC Coordinator. We work to identify and reduce barriers to student learning. We have also implemented Positive Behavior Interventions and Supports. This program allows for the teaching of procedures so that class times is maximized.

Some of the literacy programs we currently use include: Read 180, System 44, and Lexia reading program. These programs are designed to meet students at their current reading level and continue to build on that foundation. We have also adopted GO MATH, our schoolwide r math program and utilize STMath to continue developing student's math skills.

We are currently working towards a whole school focused on thinking strategies and becoming partners with Denver based PEBC in becoming a hub for professional learning in this area. This focus is called The Bellevue Classroom.

We were recently recognized by Positive Behavior Interventions and Supports Consultants for Fidelity of Implementing of this program. We are very proud of our implementation of this program and feel it is beneficial to creating the type of learning community we want in every classroom.

Additional Information

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

Grandview Elementary School is continuing to grow and we strive each and every day to provide our students with high quality teaching in every classroom. With the addition of our school counselor, we have implemented the Student Success Skills Curriculum. This curriculum focuses on the whole child and development of becoming a productive citizen in life. Grandview Elementary staff is dedicated to preparing our students to be college and career ready. We are very proud to serve the children in the Bellevue Community.