



Ben Johnson Elementary School

Comprehensive School Improvement Plan

2018-2019

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.



1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the reading and math achievement for all students from 62% to 68% by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, increase reading achievement from 62% to 64% and math achievement from 59% to 61%.	KCWP 1: See Activities 1,2,3 KCWP 2: See Activities 1,2,3 KCWP 3: See Activities 1,2,3 KCWP 4: See Activities 1,2,3 KCWP 5: See Activities 1,2,3,4,5 KCWP 6: See Activities 5	1. There will be a school-wide emphasis on Literacy. Students will be provided with learning opportunities at their individual level of learning in their literacy block that implements effectively the five components of literacy (phonemic awareness, phonics, fluency, comprehension and vocabulary).	Walk-through data, Staff Meetings, PLCs, Monthly Fluency		SBDM Title II Title I
		2. There will be a school-wide focus on differentiation in the classroom (specifically centers) and modeling and utilization of exemplar work.	Walk-through data. Staff Meetings, PLCs		NA
		3. School leadership will complete bi-weekly walkthrough observations of all certified staff and provide feedback based on monthly focus.	Walk-through data, Staff Meetings, PLCs		NA
		4. BJES will continue the Reward Day system quarterly. The Reward Day system will be based on attendance, following school rules, and effort. The Reward Day system will continue to be modified to recognize Gold VIP students at a higher level.	Gold, Silver, Bronze VIP status		NA
		5. Student leadership qualities will be developed through four Student Leadership and Technology Team projects:	BJES Website Qualifying for state		School Funds BJES SBDM

		<ul style="list-style-type: none">• The BJES Capturing Kindness Team, headed by Samantha Powell, will be taking pictures of all major school events to be shared via the school website, newspaper, and creating inspirational posters around the school.• The Breck Strong Leadership Team, headed by Dr. Broadbent, will focus on developing Leadership Skills.• The Ben Johnson Kindness Network Team, headed by Katey Carman, will meet weekly to create broadcast for school focusing on kindness.• The BJES Read Across Breckinridge County, headed by Jaclyn Renfro.	Maintaining Gold Status		BJES PTO District Fuel Up to Play 60
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the number of students scoring proficient or distinguished in Writing to 70%, Social Studies to 86%, and Science to 44% by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of students scoring proficient or distinguished in Writing to 66%, Social Studies to 82%, and Science to 40% by May 2019.	KCWP 2: See Activities 1,2,3 KCWP 3: See Activities 1,2,3 KCWP 4: See Activities 1,2,3 KCWP 5: See Activities 1,2,3	1. There will be an emphasis school-wide on the 6 Traits of Writing to include modeling, exemplar work, and student friendly scoring guides.	Benchmarks PLCs		SBDM Title II Title I
		2. Teachers will conduct on-demand writing at least monthly with their classes. On-demand prompts will be reviewed and discussed during PLCs. Students will then rewrite based on actionable feedback received.	On-demand Writing results Getting to the Core of Writing Benchmarks		SBDM Title II Title I
		3. Science and Social Studies Continuum will be used and Through Course Tasks will be completed twice per school year in science.	Social Studies and Science Learning Checks		SBDM Title II Title I

3: Gap

Goal 3 (*State your Gap goal*): Increase the reading and math achievement for all students from 62% to 68% by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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Objective 1 By May 2019, increase reading achievement from 62% to 64% and math achievement from 59% to 61%.	KCWP 2: See Activities 1,2,3,4 KCWP 3: See Activities 1,2,3,4 KCPW 4: See Activities 1,4 KCPW 5: See Activities 1,2,3,4 KCPW 6: See Activities 2,3,4	1. There will be a school-wide focus on meeting the needs of our GAP students. BJES leadership will be tracking GAP students. Teachers will focus on differentiation in the classroom for these students.	PLCs, MAP, RTI, Tutoring, Exit Criteria, KPREP, GAP data		Title I
		2. The school will work on reducing novice through a counseling and a reading mentor programs.	PLCs, MAP, RTI, Tutoring, Exit Criteria, KPREP, GAP data		NA
		3. The school will continue to have the student to student mentoring program for students who are struggling in social or academic areas.	PLCs, MAP, RTI, Tutoring, GAP data, Mentor Logs, KPREP		NA

		4. To address achievement gaps, a morning intervention room has been established to provide students with extra guidance in core content, homework help, and individualized instruction.	PLCs, Mentor Logs, Grades		NA
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4: Growth

Goal 4 (State your Growth goal): Increase the reading and math achievement for all students from 62% to 68% by 2021.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective 1 By May 2019, BJES will increase the growth rate percentage of students to 64%.	KCPW 1: See Activities 1,5,6 KCPW 2: See Activities 1,2 KCPW 3: See Activities 1,2,5 KCPW 4: See Activities 1,5,6 KCPW 5: See Activities 6,7,8 KCPW 6: See Activities 4,7,8	1. BJES faculty will utilize professional learning communities for the purpose of orientation, implementation, and enrichment of the Breckinridge County Professional Growth and Effectiveness System. BJES staff and administration will utilize the Teacher Professional Growth and Effectiveness System and the Other Professionals Growth and Effectiveness System.	PLCs, Professional Growth Meetings, Self Reflections		NA
		2. BJES Leadership, Teachers, and Staff will continue to undergo professional development in Google Education software to be more efficient in communication and utilization of technology with staff and students.	Staff Meetings PLCs District-Wide Training Days		N/A
		3. After reviewing the TELL Kentucky Survey, the Efficiency Committee will meet and discuss the school budget with administration at least twice a year. The budget will also be reviewed with all staff at least twice a year.	PLCs Efficiency Com. minutes, SBDM minutes		NA



		4. The BJES staff will undergo a book study of <i>Teach Like a Pirate</i> by David Burgess.	Staff Meetings PLCs		Title II
		5. There will be a school-wide focus on differentiation in the classroom (specifically centers) and modeling and utilization of exemplar work.	Walk-through data Staff Meetings PLCs		NA
		6. There will be a school-wide focus on meeting the needs of our GAP students. BJES leadership will be tracking GAP students. Teachers will focus on differentiation in the classroom for these students.	PLCs, MAP, RTI, Tutoring, Exit Criteria, KPREP, GAP data		Title I
		7. The school will work on reducing novice through a counseling and a reading mentor programs.	PLCs, MAP, RTI, Tutoring, Exit Criteria, KPREP, GAP data		NA
		8. To address achievement gaps, morning intervention room have been established to provide students with extra guidance in core content, homework help, and individualized instruction.	PLCs, Mentor Logs, Grades		NA

5: Transition Readiness

Goal 5 (State your Transition Readiness goal): Increase the percentage of students who are transition ready by 2021.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Based on District Exit Criteria, 90% of students will be transition-ready by May 2019.	KCPW 6: See Activities 1,2,3	<p>1. Preschool to Kindergarten</p> <ul style="list-style-type: none"> ● Preschool students make three transition visits to children in the kindergarten classes. ● Parents are invited to school functions, tour the school, and visit in the Kindergarten classrooms- Question and Answer session is held, background checks filled out, student handbooks are given to parents, and door prizes awarded. ● Preschool and kindergarten students will share in an activity, or guest speaker. ● The Head Start teaching team will meet with receiving kindergarten staff to discuss each child’s strengths and weaknesses. ● Students usually attend Kinder Camp during the summer to become more familiar with their kindergarten teachers and their expectations. ● Brigance Screener is used to help determine readiness for Kindergarten. ● Preschool will partner up with 1st grade students for reading buddies. 	MAP, Brigance Data,		NA



		<ul style="list-style-type: none"> ● Preschool students will attend music, guidance, and PE classes during the second half of the year. 			
		<p>2. Primary to Intermediate</p> <ul style="list-style-type: none"> ● Fourth grade teacher will provide expectations to incoming students. ● Third grade teachers will gradually emphasize working independently so that they will be more prepared for the expectations of fourth grade. 	Calendar, Lesson Plans, Observations		NA
		<p>3. Fifth Grade to Middle School</p> <ul style="list-style-type: none"> ● Fifth grade students will have an opportunity to visit the middle school to observe special activities. ● The Principal of BCMS will come to BJES and discuss expectations and opportunities at the middle school with 5th grade students. ● BCMS has a 5th Grade Cookout where the incoming students and their parents may get a copy of the dress code, tour the building and meet teachers. 	Participation, Calendar, Observations		NA

