



Comprehensive School Improvement Plan

South Christian Elementary School
Christian County

Cherise Brummer, Principal
12340 Herndon-oak Grove Rd.
Herndon, KY 42236

TABLE OF CONTENTS

| | |
|--|----|
| Introduction | 1 |
| Phase I - Equitable Access to Effective Educators School Diagnostic | |
| Introduction | 3 |
| Equitable Access to Effective Educators - School | 4 |
| Phase I - The Missing Piece | |
| Introduction | 15 |
| Stakeholders | 16 |
| Relationship Building | 17 |
| Communications | 18 |
| Decision Making | 20 |
| Advocacy | 22 |
| Learning Opportunities | 23 |
| Community Partnerships | 24 |
| Reflection | 25 |
| Report Summary | 26 |
| Improvement Plan Stakeholder Involvement | |
| Introduction | 28 |
| Improvement Planning Process | 29 |

Phase I - Needs Assessment

Introduction 31

Data Analysis 32

Areas of Strengths 33

Opportunities for Improvement 34

Conclusion 35

2016-2017 Plan for Comprehensive School Improvement Plan

Overview 37

Goals Summary 38

 Goal 1: 2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 50.5% to 76.41% in 2017. 39

 Goal 2: 2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.7% in 2013 to 73.81% in 2017. 41

 Goal 3: 2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities. 42

 Goal 4: 2016-2017 Decrease the percentage of students scoring at the novice level. 44

Activity Summary by Funding Source 48

Phase II - KDE Assurances - Schools

Introduction 52

Assurances 53

Phase II - KDE Compliance and Accountability - Schools

Introduction 59

Planning and Accountability Requirements 60

Executive Summary

Introduction 100

Description of the School 101

School's Purpose 102

Notable Achievements and Areas of Improvement 103

Additional Information 104

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. | | South Christian 2016.17 |

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.

All school policies and or procedures aligned with the district and with the Kentucky Revised Statutes. The goal of South Christian is to ensure that highly effective teachers who hold the correct Kentucky certification are in teaching positions. The school will ensure teachers receive adequate professional development and mentoring programs to increase teacher retention.

South Christian currently has 17.78% of teachers with 1-3 years of teaching experience. The school has 4.44% of teachers completing KTIP during the 2016-2017 school year. School administration assigns teacher mentors for new teachers in the school. This practice in many cases is an outgrowth of the PLC process. Teacher support is a main focus of retention strategies. The first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Interventions & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training was added. The training will encompass an overview of district instructional practices.

Currently, 4% of South Christian teachers are National Board Certified. The principal has 23 years of experience in education of which 16 years represent school administration.

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.

Barriers:

Teacher preparation to meet diverse learner needs

Number of highly qualified teacher applicants

Teachers leaving the profession

Decline in individuals entering the teaching profession

Comprehensive School Improvement Plan

South Christian Elementary School

Root Causes

Teacher preparation programs

Number of highly qualified teacher applicants

Perception of Christian County Public Schools

Quality of highly effective candidates

| 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. | | South Christian |

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:

2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 67.5% to 76.41% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 52.7% to 76.41% by 05/19/2017 as measured by KPREP scores..

Strategy1:

Math Inventory / Reading Inventory - The teachers will learn how to use all the resources and reports from Math Inventory and Reading

Comprehensive School Improvement Plan

South Christian Elementary School

Inventory data to plan instruction for differentiation and to monitor growth.

Category: Learning Systems

Research Cited:

| Activity - Math Inventory / Reading Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| District grant facilitators will collaborate with school leadership and teachers to implement MI and RI with fidelity. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, teachers, grant facilitators |

Strategy2:

Timed tests - Teachers will practice timed situations with the students to allow them to build their skills in working within a defined time period. This will teach students to learn how to gauge their time to answer questions in a timed setting and teach the skill of scanning for information and analyzing math word problems in an efficient time period.

Category:

Research Cited:

| Activity - Timed responses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|------------------------|
| Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/08/2016 | 05/19/2017 | \$400 - School Council Funds | principal and teachers |

Strategy3:

Professional Learning / Professional Development - The Academic Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.

Category: Continuous Improvement

Research Cited:

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| South Christian will utilize the Academic Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, Instructional Behavioral Coach, and Curriculum Specialist |

Strategy4:

Goal setting - Teachers will conference with their students to set achievement goals.

Category:

Research Cited:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|-------------------|
| Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$200 - School Council Funds | Teachers |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy5:

College/career readiness - Students will have opportunities to increase real world opportunities through writing, arts and humanities, practical living and other college/career programs.

Category:

Research Cited:

| Activity - College/career | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|------------------------------|--------------------------------|
| Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/08/2016 | 05/19/2017 | \$500 - School Council Funds | Principal and special teachers |

Strategy6:

Quality Instruction - Teachers will become proficient at using research based strategies to improve student achievement.

Category:

Research Cited:

| Activity - Research based strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Principal and curriculum specialist |

Goal 2:

2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.65% in 2016 to 73.81% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Strategy1:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Category:

Research Cited:

| Activity - Technology use | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/08/2016 | 05/19/2017 | \$300 - School Council Funds | Teachers trained in CIITS and curriculum specialist |

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 - Grant Funds | Leadership and teachers |

Strategy2:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

Research Cited:

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Behavioral Support Program Academic Support Program | 10/07/2016 | 04/07/2017 | \$0 - Other | Leadership, teachers, guidance councilors, school psychologist |

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership team, teachers and interventionists |

Goal 3:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

Goal 4:

2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Strategy1:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy3:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will unitize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Comprehensive School Improvement Plan

South Christian Elementary School

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by by the KPREP .

Strategy1:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Comprehensive School Improvement Plan

South Christian Elementary School

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

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?

Alicia Webb ~ Assistant Principal

Anna Goode ~ Academic Coach

Julie Steward ~ Curriculum Specialist

Aimee Ladd ~ Guidance

Carol Sturdivant ~ Guidance

Karie Pepper ~ Family Resource

Sandy Joiner ~ SBDM member / SPED Teacher

Catherine Humphries ~ SBDM member / Reading Teacher

Kelly Bentzel ~ SBDM member / Math Teacher

Relationship Building

Overall Rating: 3.43

| | 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). | 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. | District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community. | Distinguished |

| | 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. | 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: 3.14

| | 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 implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.) | Proficient |

| | 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). | District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs. | Distinguished |

| | 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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement. | Proficient |

| | 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). | A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected. | Distinguished |

| | 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 |

Comprehensive School Improvement Plan

South Christian Elementary School

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.7 | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Proficient |

Decision Making

Overall Rating: 2.43

| | 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 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 |

Comprehensive School Improvement Plan

South Christian Elementary School

| | 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 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 in committee work. | Proficient |

Advocacy

Overall Rating: 3.0

| | 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. | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs. | Proficient |

Learning Opportunities

Overall Rating: 3.33

| | 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. | Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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. | Proficient |

| | 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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | Proficient |

| | 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. | Distinguished |

| | 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. | Distinguished |

Community Partnerships

Overall Rating: 2.83

| | 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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level. | Distinguished |

| | 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. | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 7.3 | School leadership collaborates with employers to support parent and volunteer participation in students' education. | Employer-partners adopt practices to promote and support parent and volunteer participation in students' education. | Apprentice |

| | 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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request. | Apprentice |

| | 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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents. | Proficient |

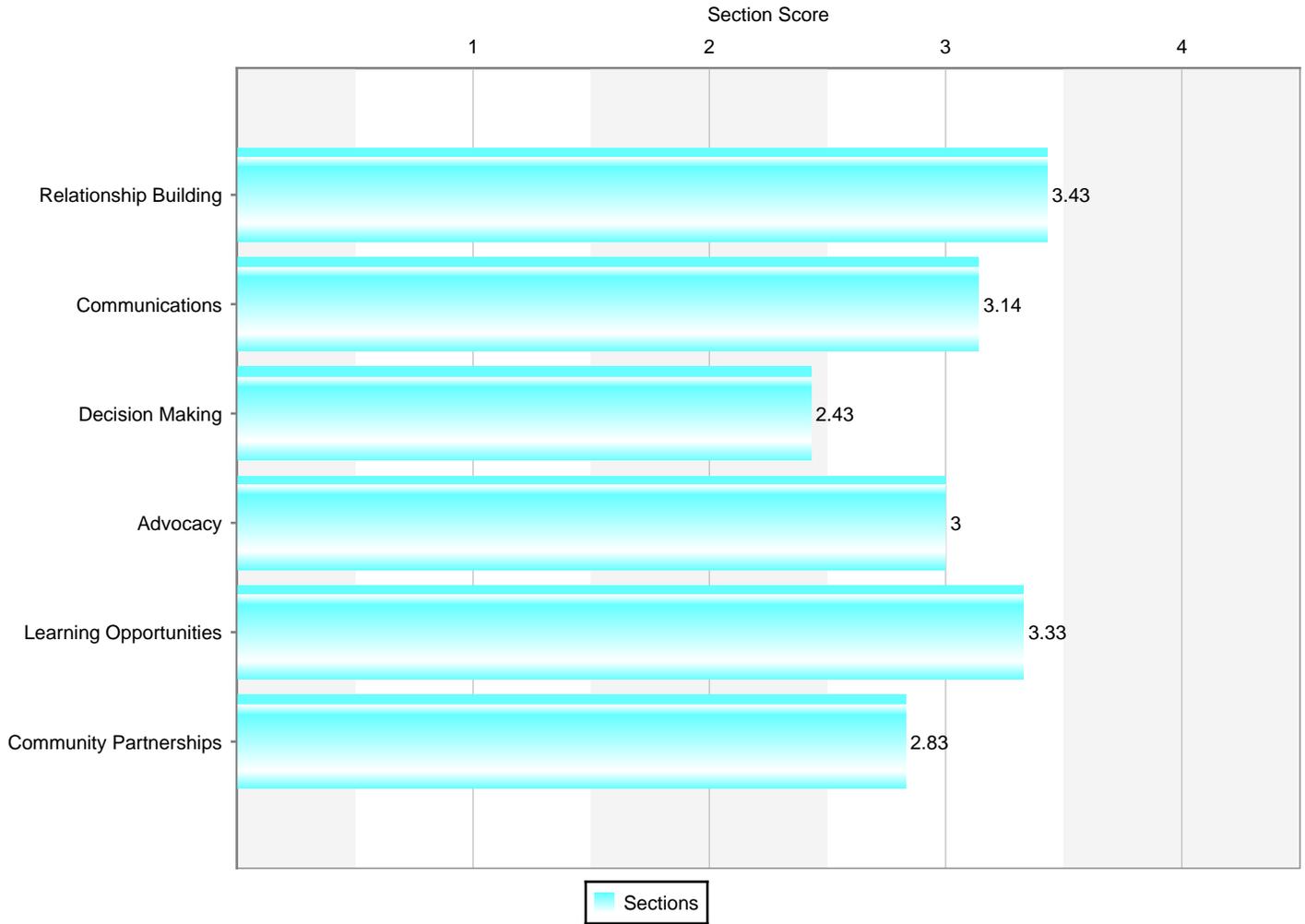
Reflection

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

South Christian actively seeks a partnership with the district, community, parents, and business partners to provide the highest quality of education possible.

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.

There are several stakeholder groups that are involved in developing and updating the school improvement plan. The stakeholder groups include administrators, teachers, parents, and community members. Administrators and teachers are hired employees of the district and met the highly qualified requirement. They are engaged in professional conversations regarding school achievement during contracted hours. Professional Learning Communities meet once a week to discuss and create classroom goals for improvement. Diverse parents are nominated and voted upon to participate in a Site Based Decision Team. The team meets the second Tuesday of each month at 3:00 pm to discuss school business including planning for improvement. The School Advisory Committee is comprised of multiple business partners and community members. They meet monthly and are involved in school improvement planning.

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

Administrators, Teachers, Parents, Community Members, and Business Partners

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 plan was developed cooperatively. Goals, objectives, strategies, and activities were devised. The draft form was shared at staff development meeting, SBDM meeting, and the School Advisory meeting. Feedback was encouraged. Edits and additions were made. The revised document is published on the school website for all stakeholders to view.

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?

An analysis of our KPREP results gives us information to guide our curriculum planning. The results from the school report card gives us information on student achievement, gap and growth for each child. It gives us delivery targets based on our results as determined by the state. The data from our current report identifies our need for continued work on ensuring that each child has a year's worth of growth in reading and math. An analysis focused on each individual student's growth is guiding what we do in our instruction in the classroom and with our tutoring program. Lesson planning is being written to specifically target each student whether they are gifted, average performing or low performing. We are using this information to develop individual plans for each child. Specific goals will be written to focus on this area under our goals and plans. Growth information of each child at every grade level would give us a more complete picture of our school achievement. We could also do a more thorough analysis if we had specific information related to the types of skills needed within each content area and the exact data on how each child answered each specific question. Parents from our SBDM would prefer more specific information on their child's parent report than what they currently receive.

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?

South Christian had many areas of strength from which to build upon. Below is a brief snapshot of our successes as evidenced by the Kentucky School Report Card. The results are as follows:

Areas of strength for grades 3-6 include:

Reading - Students exceeded the state average in the number of proficient and distinguished students. (School 60.2%, State 56%) Our novice category was less than the district average (School 22.1%, District 29.5%)

Math - Students exceeded the district average in the number of proficient and distinguished students. (School 48%, District 43.9%) Our novice category was less than the district average (School 19.7%, District 22.2%)

Social Studies - Students exceeded the state average in the number of proficient and distinguished students (School 71.1%, State 57.7%) Our novice category was less than the state average (School 3.9%, State 11.7%)

Writing - Students exceeded the state average in the number of proficient and distinguished students (School 52.1%, State 41.0%) Our novice category was less than the district and state average (School 16.4%, District 26%, State 17.5%)

Language Mechanics - Students exceeded the district average in the number of proficient and distinguished students (School, 49.7%, District 48%)

We are currently meeting in weekly Professional Learning Clubs to continue to build on our plan for success. We have determined our areas of strength and will build on this while also pinpointing what we need to work on as a staff. We have a monthly meeting with all grade level teachers and interventionists for our Response to Intervention program. All of the teachers meet with the leadership team composed of the principal, curriculum specialist and guidance counselors to discuss our students and their needs and successes.

Teachers have embedded professional development through team meetings and book studies to keep instructional practices current. Technology is used often during professional development so teachers can learn and model these practices within their classroom.

Celebrations:

The students at South Christian exceeded the state average for proficient and distinguished averages in reading, writing, and social studies. The novice category was also lower than the state average in reading, writing, and social studies. Bonus points of 21.1 was awarded in the areas of social studies.

The school was awarded the classification of Proficient Progressing. South Christian was within 1.8 points of achieving the distinguished classification. That will be our goal for next year.

Opportunities for Improvement

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

An analysis of the school's KPREP scores revealed areas in need of improvement. Closing the achievement gap will be a focus at South Christian. South Christian will need to continue their work on decreasing the non-duplicated gap performance of students in the content areas of reading and math. The staff will continue to receive professional development on strategies to increase their knowledge of working with a diverse group of learners. Opportunities for growth will include strategies for working with students with the specific disabilities of autism, dyslexia, attention deficit disorder, visual and hearing impaired and other specialty areas.

The staff leadership team will evaluate formative assessments that provide data to show growth for each student. The staff will receive professional development to learn about these measures and how to monitor the growth of each student at each grade level.

Areas that the school will focus on include:

Increase the average combined reading and math KPREP scores annually in equal increments to reach the 2017 goals of 76.4%.

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to reach the 2017 goal of 73.8%.

Increase the percentage of students who score at the proficient and distinguished levels in mathematics in 2017 to 71.8%.

Increase the percentage of students who score at the proficient and distinguished levels in reading in 2017 to 75.7%.

Conclusion

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

South Christian meets weekly in Professional Learning Clubs to determine next steps in addressing areas of concern related to our curriculum and student achievement. In the PLC meetings, administration and teachers work together to analyze data, monitor the

Response to Intervention student progress, learn new strategies, conduct book studies, and discuss other areas of concern. This regular weekly schedule ensures that the issues are addressed in a timely manner and provides adequate time for teachers and administration to make this happen.

Professional Development will be provided to allow for teacher growth. As the needs of students continue to change, our teachers must be given the opportunity to develop for the ever-changing needs of our population. Administration and teachers will remain current by participating in professional reads. Current research on best practices will be incorporated into this staff's instruction.

Next steps will also include the identification of resources currently available to monitor gap and growth for all students. The leadership team that consists of the principal, assistant principal, guidance counselors and select teachers will meet to review resources that meet these needs.

The school based decision making council will address areas areas of concern and revise policies to meet the current requirements of the state.

2016-2017 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Plan for Comprehensive School Improvement Plan

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 | 2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 50.5% to 76.41% in 2017. | Objectives: 1 Strategies: 7 Activities: 7 | Organizational | \$1300 |
| 2 | 2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.7% in 2013 to 73.81% in 2017. | Objectives: 1 Strategies: 2 Activities: 4 | Organizational | \$65300 |
| 3 | 2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities. | Objectives: 1 Strategies: 4 Activities: 7 | Organizational | \$2800 |
| 4 | 2016-2017 Decrease the percentage of students scoring at the novice level | Objectives: 3 Strategies: 6 Activities: 6 | Organizational | \$0 |

Goal 1: 2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 50.5% to 76.41% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 52.7% to 76.41% by 05/19/2017 as measured by KPREP scores..

Strategy 1:

Quality Instruction - Teachers will become proficient at using research based strategies to improve student achievement.

Category:

| Activity - Research based strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/05/2014 | 05/15/2015 | \$0 | No Funding Required | Principal and curriculum specialist |

Strategy 2:

Timed tests - Teachers will practice timed situations with the students to allow them to build their skills in working within a defined time period. This will teach students to learn how to gauge their time to answer questions in a timed setting and teach the skill of scanning for information and analyzing math word problems in an efficient time period.

Category:

| Activity - Timed responses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|----------------------|------------------------|
| Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/05/2014 | 05/15/2015 | \$400 | School Council Funds | principal and teachers |

Strategy 3:

MAP data - The teachers will learn how to use all the resources and reports from MAP data to plan instruction for differentiation and to monitor growth.

Category:

| Activity - MAP data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| The principal and curriculum specialist will do a tutorial on the interpretation and use of MAP data. | Professional Learning | 08/05/2014 | 05/15/2015 | \$0 | No Funding Required | Principal and curriculum specialist |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy 4:

CIITS Usage - Teachers will work together during team meetings and in professional development sessions to write lesson plans and assessments in CIITS. Trainers within the building will become experts in the use of CIITS and be model teachers in the building to build the comfort level of everyone. Teachers will learn how to use gradebook through assessments built in CIITS.

Category:

| Activity - CIITS usage | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|----------------------|--------------------------|
| Teachers will learn how to input lesson plans into CIITS and an assessment. | Professional Learning | 08/05/2014 | 05/15/2015 | \$200 | School Council Funds | Principal and curriculum |

Strategy 5:

Goal setting - Teachers will conference with their students to set achievement goals.

Category:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|----------------------|-------------------|
| Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/05/2014 | 05/15/2015 | \$200 | School Council Funds | Teachers |

Strategy 6:

College/career readiness - Students will have opportunities to increase real world opportunities through writing, arts and humanities, practical living and other college/career programs.

Category:

| Activity - College/career | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|----------------------|--------------------------------|
| Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/05/2014 | 05/15/2015 | \$500 | School Council Funds | Principal and special teachers |

Strategy 7:

Professional Learning / Professional Development - The Instructional Behavioral Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.

Category:

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

South Christian Elementary School

| | | | | | | |
|---|--------------------------|------------|------------|-----|---------------------|---|
| South Christian will utilize the Instructional Behavioral Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/05/2014 | 05/15/2015 | \$0 | No Funding Required | Leadership, Instructional Behavioral Coach, and Curriculum Specialist |
|---|--------------------------|------------|------------|-----|---------------------|---|

Goal 2: 2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.7% in 2013 to 73.81% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Strategy 1:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Leadership team, teachers and interventionists |

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|-------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Academic Support Program, Behavioral Support Program | 10/07/2016 | 04/07/2017 | \$0 | Other | Leadership, teachers, guidance councilors, school psychologist |

Strategy 2:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Category:

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Technology use | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|----------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/05/2014 | 05/15/2015 | \$300 | School Council Funds | Teachers trained in CIITS and curriculum specialist |

| Activity - Coaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 | Grant Funds | Leadership and teachers |

Goal 3: 2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy 1:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership |

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

South Christian Elementary School

| | | | | | | |
|---|--------------------|------------|------------|--------|----------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 | Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |
|---|--------------------|------------|------------|--------|----------------|--|

Strategy 2:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 | Other | Leadership |

Strategy 3:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

South Christian Elementary School

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|---|---------------------------|------------|------------|-----|---------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership |
|---|---------------------------|------------|------------|-----|---------------------|-------------------------|

Strategy 4:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership |

Goal 4: 2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Strategy 1:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will utilize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership Team |

Strategy 2:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers |

(shared) Strategy 3:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and support staff |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by the KPREP .

(shared) Strategy 1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and support staff |

Strategy 2:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DuFour

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/18/2015 | 05/26/2016 | \$0 | No Funding Required | Teachers |

(shared) Strategy 3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by 05/19/2017 as measured by KPREP.

(shared) Strategy 1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and support staff |

(shared) Strategy 2:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers |

Strategy 3:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | No Funding Required | Teachers and Leadership Team |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|--------------------------|------------|------------|-------------------|-------------------------|
| Coaching | Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 | Leadership and teachers |
| Total | | | | | \$65000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|------------|------------|-------------------|--|
| Weekly PLC meeting | Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership |
| Kentucky System of Interventions and Response to Intervention | Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Leadership team, teachers and interventionists |
| MAP data | The principal and curriculum specialist will do a tutorial on the interpretation and use of MAP data. | Professional Learning | 08/05/2014 | 05/15/2015 | \$0 | Principal and curriculum specialist |
| Professional Development | South Christian will utilize the Instructional Behavioral Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/05/2014 | 05/15/2015 | \$0 | Leadership, Instructional Coach, and Curriculum Specialist |
| Goal Setting | Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers |
| Research based strategies | Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/05/2014 | 05/15/2015 | \$0 | Principal and curriculum specialist |

Comprehensive School Improvement Plan

South Christian Elementary School

| | | | | | | |
|---|--|----------------------------|------------|------------|-----|--|
| PBIS Committee and Professional Development | PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership |
| High Impact Instruction Planning Document | Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will utilize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership Team |
| Integrated Arts Instruction | Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership |
| Supplimental Instruction | At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers and support staff |
| New Teacher Academy | New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership |
| High Impact Instruction Planning Document | Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/18/2015 | 05/26/2016 | \$0 | Teachers |
| Goal Setting | Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers |
| CREW Club (Children Reaching Excellence and Wisdom) | Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |
| High Impact Instruction Planning Document | Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 | Teachers and Leadership Team |
| Total | | | | | \$0 | |

School Council Funds

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

Comprehensive School Improvement Plan

South Christian Elementary School

| | | | | | | |
|-----------------|--|--------------------------------|------------|------------|--------|---|
| Technology use | Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/05/2014 | 05/15/2015 | \$300 | Teachers trained in CIITS and curriculum specialist |
| CIITS usage | Teachers will learn how to input lesson plans into CIITS and an assessment. | Professional Learning | 08/05/2014 | 05/15/2015 | \$200 | Principal and curriculum |
| Goal setting | Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/05/2014 | 05/15/2015 | \$200 | Teachers |
| Timed responses | Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/05/2014 | 05/15/2015 | \$400 | principal and teachers |
| College/career | Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/05/2014 | 05/15/2015 | \$500 | Principal and special teachers |
| Total | | | | | \$1600 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------|------------|------------|-------------------|--|
| Parent Coffee, Lunch And Learn, Family Academic Nights | Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 | Guidance, Family Resource, Curriculum Specialist, Leadership |
| Total | | | | | \$2800 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|--|------------|------------|-------------------|--|
| Monthly RTI Team Meetings | Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Academic Support Program, Behavioral Support Program | 10/07/2016 | 04/07/2017 | \$0 | Leadership, teachers, guidance counselors, school psychologist |
| Behavior Meeting | Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 | Leadership |
| 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 | | |

| 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

South Christian Elementary School

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

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

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

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

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both. | Yes | | |

Comprehensive School Improvement Plan

South Christian 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. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|----------|---------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | Yes | | |

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

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

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

| 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

South Christian 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 | | |

| 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. | Yes | | |

Comprehensive School Improvement Plan

South Christian 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. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | Yes | | |

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:

2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 67.5% to 76.41% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 52.7% to 76.41% by 05/19/2017 as measured by KPREP scores..

Strategy1:

Timed tests - Teachers will practice timed situations with the students to allow them to build their skills in working within a defined time period. This will teach students to learn how to gauge their time to answer questions in a timed setting and teach the skill of scanning for information and analyzing math word problems in an efficient time period.

Category:

Research Cited:

| Activity - Timed responses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|------------------------|
| Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/08/2016 | 05/19/2017 | \$400 - School Council Funds | principal and teachers |

Strategy2:

College/career readiness - Students will have opportunities to increase real world opportunities through writing, arts and humanities, practical living and other college/career programs.

Category:

Research Cited:

| Activity - College/career | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|------------------------------|--------------------------------|
| Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/08/2016 | 05/19/2017 | \$500 - School Council Funds | Principal and special teachers |

Strategy3:

Quality Instruction - Teachers will become proficient at using research based strategies to improve student achievement.

Category:

Research Cited:

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Research based strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Principal and curriculum specialist |

Strategy4:

Goal setting - Teachers will conference with their students to set achievement goals.

Category:

Research Cited:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|-------------------|
| Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$200 - School Council Funds | Teachers |

Strategy5:

Math Inventory / Reading Inventory - The teachers will learn how to use all the resources and reports from Math Inventory and Reading Inventory data to plan instruction for differentiation and to monitor growth.

Category: Learning Systems

Research Cited:

| Activity - Math Inventory / Reading Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| District grant facilitators will collaborate with school leadership and teachers to implement MI and RI with fidelity. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, teachers, grant facilitators |

Strategy6:

Professional Learning / Professional Development - The Academic Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.

Category: Continuous Improvement

Research Cited:

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| South Christian will utilize the Academic Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, Instructional Behavioral Coach, and Curriculum Specialist |

Goal 2:

2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.65% in 2016 to 73.81% in 2017.

SY 2016-2017

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Comprehensive School Improvement Plan

South Christian Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Strategy1:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Category:

Research Cited:

| Activity - Technology use | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/08/2016 | 05/19/2017 | \$300 - School Council Funds | Teachers trained in CIITS and curriculum specialist |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 - Grant Funds | Leadership and teachers |

Strategy2:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

Research Cited:

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership team, teachers and interventionists |

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Academic Support Program Behavioral Support Program | 10/07/2016 | 04/07/2017 | \$0 - Other | Leadership, teachers, guidance councilors, school psychologist |

Goal 3:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living
SY 2016-2017

Comprehensive School Improvement Plan

South Christian Elementary School

and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

Goal 4:

2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by

SY 2016-2017

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Comprehensive School Improvement Plan

South Christian Elementary School

05/19/2017 as measured by KPREP.

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by the KPREP .

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy1:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will unitize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy3:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

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

Comprehensive School Improvement Plan

South Christian Elementary School

Goal 1:

2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 67.5% to 76.41% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 52.7% to 76.41% by 05/19/2017 as measured by KPREP scores..

Strategy1:

College/career readiness - Students will have opportunities to increase real world opportunities through writing, arts and humanities, practical living and other college/career programs.

Category:

Research Cited:

| Activity - College/career | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|------------------------------|--------------------------------|
| Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/08/2016 | 05/19/2017 | \$500 - School Council Funds | Principal and special teachers |

Strategy2:

Math Inventory / Reading Inventory - The teachers will learn how to use all the resources and reports from Math Inventory and Reading Inventory data to plan instruction for differentiation and to monitor growth.

Category: Learning Systems

Research Cited:

| Activity - Math Inventory / Reading Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| District grant facilitators will collaborate with school leadership and teachers to implement MI and RI with fidelity. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, teachers, grant facilitators |

Strategy3:

Professional Learning / Professional Development - The Academic Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.

Category: Continuous Improvement

Research Cited:

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| South Christian will utilize the Academic Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, Instructional Behavioral Coach, and Curriculum Specialist |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy4:

Goal setting - Teachers will conference with their students to set achievement goals.

Category:

Research Cited:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|-------------------|
| Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$200 - School Council Funds | Teachers |

Strategy5:

Timed tests - Teachers will practice timed situations with the students to allow them to build their skills in working within a defined time period. This will teach students to learn how to gauge their time to answer questions in a timed setting and teach the skill of scanning for information and analyzing math word problems in an efficient time period.

Category:

Research Cited:

| Activity - Timed responses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|------------------------|
| Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/08/2016 | 05/19/2017 | \$400 - School Council Funds | principal and teachers |

Strategy6:

Quality Instruction - Teachers will become proficient at using research based strategies to improve student achievement.

Category:

Research Cited:

| Activity - Research based strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Principal and curriculum specialist |

Goal 2:

2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.65% in 2016 to 73.81% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy1:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

Research Cited:

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Behavioral Support Program Academic Support Program | 10/07/2016 | 04/07/2017 | \$0 - Other | Leadership, teachers, guidance councilors, school psychologist |

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership team, teachers and interventionists |

Strategy2:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Category:

Research Cited:

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 - Grant Funds | Leadership and teachers |

| Activity - Technology use | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/08/2016 | 05/19/2017 | \$300 - School Council Funds | Teachers trained in CIITS and curriculum specialist |

Goal 3:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Comprehensive School Improvement Plan

South Christian Elementary School

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Goal 4:

2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will unitize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy3:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by the KPREP .

Strategy1:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Comprehensive School Improvement Plan

South Christian Elementary School

Category: Professional Learning & Support

Research Cited: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

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

Goal 1:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared

Comprehensive School Improvement Plan

South Christian Elementary School

partnerships and responsibilities.

Strategy1:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

Strategy4:

SY 2016-2017

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Comprehensive School Improvement Plan

South Christian Elementary School

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

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

Goal 1:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

Strategy3:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

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

Goal 1:

2016-2017 Increase the average combined reading and math K-Prep scores for elementary students from 67.5% to 76.41% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 52.7% to 76.41% by 05/19/2017 as measured by KPREP scores..

Strategy1:

Professional Learning / Professional Development - The Academic Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.

Category: Continuous Improvement

Research Cited:

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| South Christian will utilize the Academic Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, Instructional Behavioral Coach, and Curriculum Specialist |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy2:

Goal setting - Teachers will conference with their students to set achievement goals.

Category:

Research Cited:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|-------------------|
| Students will conference with adults to set measurable goals for student achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$200 - School Council Funds | Teachers |

Strategy3:

Quality Instruction - Teachers will become proficient at using research based strategies to improve student achievement.

Category:

Research Cited:

| Activity - Research based strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| Teachers will implement research based instruction with an emphasis on meeting the specific needs of individual students. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Principal and curriculum specialist |

Strategy4:

Math Inventory / Reading Inventory - The teachers will learn how to use all the resources and reports from Math Inventory and Reading Inventory data to plan instruction for differentiation and to monitor growth.

Category: Learning Systems

Research Cited:

| Activity - Math Inventory / Reading Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| District grant facilitators will collaborate with school leadership and teachers to implement MI and RI with fidelity. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership, teachers, grant facilitators |

Strategy5:

College/career readiness - Students will have opportunities to increase real world opportunities through writing, arts and humanities, practical living and other college/career programs.

Category:

Research Cited:

| Activity - College/career | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|------------------------------|--------------------------------|
| Students will have opportunities for growth in college/career activities. | Career Preparation/Orientation | 08/08/2016 | 05/19/2017 | \$500 - School Council Funds | Principal and special teachers |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy6:

Timed tests - Teachers will practice timed situations with the students to allow them to build their skills in working within a defined time period. This will teach students to learn how to gauge their time to answer questions in a timed setting and teach the skill of scanning for information and analyzing math word problems in an efficient time period.

Category:

Research Cited:

| Activity - Timed responses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|------------------------------|------------------------|
| Students will learn the skills of scanning or looking for key details in a math word problem or reading passage. | Direct Instruction | 08/08/2016 | 05/19/2017 | \$400 - School Council Funds | principal and teachers |

Goal 2:

2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.65% in 2016 to 73.81% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Strategy1:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Category:

Research Cited:

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 - Grant Funds | Leadership and teachers |

| Activity - Technology use | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/08/2016 | 05/19/2017 | \$300 - School Council Funds | Teachers trained in CIITS and curriculum specialist |

Strategy2:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and
SY 2016-2017

Comprehensive School Improvement Plan

South Christian Elementary School

don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

Research Cited:

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership team, teachers and interventionists |

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Academic Support Program Behavioral Support Program | 10/07/2016 | 04/07/2017 | \$0 - Other | Leadership, teachers, guidance councilors, school psychologist |

Goal 3:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Comprehensive School Improvement Plan

South Christian Elementary School

Strategy2:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Goal 4:

2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy2:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Strategy1:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will unitize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy2:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy3:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by the KPREP .

Strategy1:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-2017 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.65% in 2016 to 73.81% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 47.5% to 0% by 05/19/2017 as measured by KPREP.

Strategy1:

KSI/RTI - Teachers will utilize the KSI as a diagnostic and formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers, tutors, and interventionists will meet with the leadership team monthly to assess the progress of students.

Category:

Research Cited:

| Activity - Kentucky System of Interventions and Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored monthly in PLC meetings. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership team, teachers and interventionists |

| Activity - Monthly RTI Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|--|
| Teams participate in monthly Response To Intervention meetings to determine at risk students and assign appropriate tiered interventions and next steps. | Academic Support Program Behavioral Support Program | 10/07/2016 | 04/07/2017 | \$0 - Other | Leadership, teachers, guidance councilors, school psychologist |

Strategy2:

Increasing rigor through technology - Professional development on instructional strategies which increase the level of rigor for all students through the use of technology will be provided to support learning.

Comprehensive School Improvement Plan

South Christian Elementary School

Category:

Research Cited:

| Activity - Technology use | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be provided professional learning in order to increase their use of technology to support teaching and learning. | Professional Learning | 08/08/2016 | 05/19/2017 | \$300 - School Council Funds | Teachers trained in CIITS and curriculum specialist |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------|
| Instructional Behavioral Coach will provide job embedded professional development and individual coaching to teachers utilizing data and resources from interventions programs (IRead, Read 180, System 44) to inform and differentiate instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$65000 - Grant Funds | Leadership and teachers |

Goal 2:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

Strategy3:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Goal 3:

2016-2017 Decrease the percentage of students scoring at the novice level

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of Special Education students scoring novice in reading and math by 10% by 05/19/2017 as measured by KPREP performance categories.

Strategy1:

Student Led Conferencing - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey Student Led Conferences

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy3:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skills in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: Solution Tree: DuFour

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit. Teachers will unitize Learning Maps to communicate the High Impact Instruction Model. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Measurable Objective 2:

demonstrate a proficiency by reducing the percentage of African American Males scoring novice in Reading and Math by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Professional Learning Communities - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DeFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership Team |

Strategy3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

South Christian Elementary School

Research Cited: Tom Guskey

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by reducing the percentage of Free and Reduced Lunch students scoring novice in Reading and Math by 10% by 05/26/2016 as measured by the KPREP .

Strategy1:

Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction.

Category: Learning Systems

Research Cited: RTInetwork.org

| Activity - Supplemental Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| At least twice a week students who are not meeting proficiency will be involved in small group or direct instruction to strengthen and reinforce needed skills and concepts. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and support staff |

Strategy2:

Professional Learning Community - Teachers will meet weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. They will hone their instructional skill in order to increase student achievement.

Category: Professional Learning & Support

Research Cited: DuFour

| Activity - High Impact Instruction Planning Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will identify the standards, big ideas, specific proficiencies, guiding questions, formative assessments, and engagement strategies to be used throughout the unit of instruction. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Student Led Conferences - Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.

Category: Stakeholder Engagement

Research Cited: Tom Guskey

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will take ownership of their learning by articulating specific, measurable, and attainable intended outcomes related to academic achievement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers |

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

Goal 1:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - Behavior Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-------------------|
| Ongoing face to face check ins with the assistant principal to review expectations, discuss students needs and supports. | Behavioral Support Program | 12/01/2016 | 05/19/2017 | \$0 - Other | Leadership |

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy2:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

Category: Career Readiness Pathways

Research Cited: National Coalition for Core Arts Standards Writing Teams

| Activity - Integrated Arts Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy4:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

Category: Stakeholder Engagement

Research Cited: Richard DuFour, Robert Marzano, Charlotte Danielson, and PGES

| Activity - Weekly PLC meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Comprehensive School Improvement Plan

South Christian Elementary School

| Activity - Parent Coffee, Lunch And Learn, Family Academic Nights | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Monthly parent education provided to enhance parent knowledge of school initiatives | Parent Involvement | 08/08/2016 | 05/19/2017 | \$2800 - Title I Part A | Guidance, Family Resource, Curriculum Specialist, Leadership |

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

Goal 1:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

TELL Survey - Improve working conditions from 2012 TELL Survey in the area of collaboration by facilitating common planning time and weekly PLC conversations and increase parent involvement with school programming.

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|---|-----------------------|------------|------------|---------------------------|-------------------------|
| Teachers engage in professional conversation regarding standards, strategies, assessments, SMART goals, and student goal setting. | Professional Learning | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

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Strategy2:

Program Review - Students will have opportunities to increase real world experiences through writing, arts and humanities, practical living and other college/career programs.

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Comprehensive School Improvement Plan

South Christian Elementary School

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| Teachers incorporate the Arts into daily lessons via guests speakers, projects, Brain Breaks, Take Five, instruments, dramatic play, song and movement. | Academic Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Strategy3:

PBIS - Teachers will be trained to create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.

Category: Management Systems

Research Cited: Safe and Civil Schools

| Activity - CREW Club (Children Reaching Excellence and Wisdom) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Mission and Goal To provide a school based support for students who struggle with behavior. The selected will meet biweekly for 45 minutes to review behavior plan, create goals, and engage in social skill activities. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Safe Room Assistant, Guidance Councilors, Teachers, Leadership |

| Activity - PBIS Committee and Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------------|
| PBIS Committee will meet monthly to create, review, and enhance the school wide behavior intervention system. Behavior Management tips and school data / trends will be reviewed monthly to inform stakeholders and sustain teacher efficacy. | Behavioral Support Program | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

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Strategy4:

Recruitment / Retention of Staff - New teachers will have a school based support system

Category: Human Capital Management

Research Cited: New Teacher Center

| Activity - New Teacher Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------|------------|------------|---------------------------|-------------------------|
| New teachers will be involved in monthly support training and will be assigned a mentor and peer observer to ensure the smooth transition into the teaching profession. | Recruitment and Retention | 08/08/2016 | 05/19/2017 | \$0 - No Funding Required | Teachers and Leadership |

Comprehensive School Improvement Plan

South Christian Elementary School

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

Goal 1:

2016 - 2017 Transform the educational environments to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth by 05/19/2017 as measured by shared partnerships and responsibilities.

Strategy1:

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

South Christian Elementary is located in a rural area of South Christian County. Our population primarily consists of students from a military or rural background. SC has a current enrollment of 705 students. The mobility rate is 5.53%. Special education students make up 16.03%, and SC has 5.53% of English language learners. Two teachers are National Board Certified by the Kentucky Educational Professional Standards Board. The average years of teaching experience for our staff is 14 years. 8 teachers have less than 3 years of teaching experience. 35 teachers have four or more years of teaching experience. Many of our students are associated with the military. Nearly half of the military families are transitional families. Our educational program is designed to meet the needs of this transitional population with extensive formative testing to track progress of each student.

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.

The school's mission is to create a safe, stimulating environment in which each child is motivated to succeed. We believe that each child has the opportunity to develop to the fullest of his or her potential with the knowledge, appreciation and social skills needed to live effectively in our society. We believe that we should utilize all resources available within our community to create an atmosphere that will develop the talents of each child. Extra-curricular offerings are available to extend a child's academic, social, artistic, athletic, and emotional needs. These programs enable each student to develop these talents through peer collaboration under the leadership of experienced teachers. The school's climate embodies high expectations as evidenced by the continuing success of the school's students as measured by the annual state assessment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

South Christian has been recognized for its Program Review implementation. South Christian has also been recognized as a model school site for students with autism. Other notable achievements include the success of the students who participate in STLP. Individual students have placed first in regional competitions and placed in both district and regional contests South Christian students have also achieved the distinction of winning district chess competitions. The school leadership council continues to monitor all areas within the school to continue its progress and success. Additional certified staff members are working to eliminate the achievement gap by differentiating instruction. Classroom instruction is focused on student learning and growth. Student pre assessment scores are analyzed and then used to plan appropriate leveled instruction. Areas of improvement that we are striving to improve include reducing the number of students scoring novice in the content area of reading, math, science, and writing.

Additional Information

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

Students from South Christian have won many awards by participating in the Governor's Cup, Student Technology Leadership Program, Choral programs, Speech contests sponsored by 4-H, Chess competitions, Grandparents Essay contests, Art competitions, and other community competitions