



Comprehensive School Improvement Plan

Blake Elementary
Jefferson County

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TABLE OF CONTENTS

Introduction.....	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction.....	3
-------------------	---

Equitable Access to Effective Educators - School.....	4
---	---

Phase I - The Missing Piece

Introduction.....	17
-------------------	----

Stakeholders.....	18
-------------------	----

Relationship Building.....	19
----------------------------	----

Communications.....	20
---------------------	----

Decision Making.....	22
----------------------	----

Advocacy.....	24
---------------	----

Learning Opportunities.....	25
-----------------------------	----

Community Partnerships.....	26
-----------------------------	----

Reflection.....	27
-----------------	----

Report Summary.....	28
---------------------	----

Improvement Plan Stakeholder Involvement

Introduction.....	30
-------------------	----

Improvement Planning Process.....	31
-----------------------------------	----

Phase I - Needs Assessment

Introduction..... 33

Data Analysis..... 34

Areas of Strengths..... 35

Opportunities for Improvement..... 36

Conclusion..... 37

Blake Elementary CSIP 2016-2017

Overview..... 39

Goals Summary..... 40

 Goal 1: By 2019, students in the gap group will meet their 2018-2019 delivery targets..... 41

 Goal 2: By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction..... 54

 Goal 3: By 2019, students will meet the 2018-2019 delivery targets..... 60

Activity Summary by Funding Source..... 73

Phase II - KDE Assurances - Schools

Introduction..... 97

Assurances..... 98

Phase II - KDE Compliance and Accountability - Schools

Introduction..... 104

Planning and Accountability Requirements..... 105

Executive Summary

Introduction.....	180
Description of the School.....	181
School's Purpose.....	182
Notable Achievements and Areas of Improvement.....	183
Additional Information	184

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.	According to our Equity tab data, 18 of our 31 certified teachers (58%) have between 0 years to 3 years of experience. We have a large number of new or fairly new teachers working with a high number of students living in poverty. In the last year, our population of ELL students has increased considerably.	Equitable Access-Blake Elementary

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.

One of our biggest challenges is that we have a large concentration of students living in poverty who have diverse needs, and we struggle to have the most experienced teachers work with our diverse students. School administration ensures that low income and minority students are not assigned to inexperienced teachers more often than their peers who are not identified as low income or another GAP group.

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.

A barrier is having a large number of teachers with little teaching experience as compared with schools that less poverty. Having a high percentage of teachers that are new in their careers is challenging, but we provide regular professional development to address learning gaps in teachers' professional toolboxes, and improve their teaching through regular coaching and feedback.

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

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:

By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Measurable Objective 1:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Instructional Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Strategy2:

Professional Development - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, KCAS, MTSS

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$5000 - General Fund	teacher leaders, all teachers, S.Glenn, L.Covington, K.King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Novice Reduction Team and Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600 - General Fund	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 2:

53% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Writing by 05/24/2017 as measured by K-PREP .

Strategy1:

Writing Team Planning - Teachers will design instruction that is aligned with KCAS ELA writing standards and analyze student writing samples to determine understanding. They will use teacher and student-created rubrics with students and model the elements of writing by displaying proficient work from KDE released items, and classmates' writing using the document camera or multi-media projector. Students not meeting the standards will receive additional support through teacher and peer conferring with feedback. The writing workshop model will be used. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Use of Models, Graphic Organizers and Rubrics for Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150 - General Fund	all teachers, S. Glenn, L. Covington, K. King, S. Scott

Measurable Objective 3:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP .

Strategy1:

Professional Development Opportunities - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, MTSS

Activity - Novice Reduction Team/Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King

Comprehensive School Improvement Plan

Blake Elementary

Activity - Teaching Mathematics Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Professional Learning Academic Support Program	08/01/2016	12/15/2017	\$5000 - General Fund	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0 - General Fund	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Goal 2:

By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction.

Measurable Objective 1:

collaborate to reach 30% of 3rd, 4th, and 5th grade GAP students to meet Novice Reduction Targets in Mathematics by 05/24/2017 as measured by K-PREP..

Strategy1:

TPGES-Math - Administration will use TPGES as a tool to monitor instructional practice to ensure teachers are facilitating rigorous, standards-based instruction and assessment. All four domains will be assessed continuously throughout the school year, and teachers will receive timely feedback that allows for effective refinement.

Category: Continuous Improvement

Research Cited: Danielson's Framework for Teaching

Comprehensive School Improvement Plan

Blake Elementary

Activity - Professional Growth Plans and Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	TGPES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	S. Glenn, L. Covington

Strategy2:

Math Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins, Solution Tree

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ECE and ELL teachers, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 2:

collaborate to reach 36% of third, fourth, and fifth grade GAP students to meet Novice Reduction Targets in English Language Arts by 05/24/2017 as measured by K-PREP..

Strategy1:

TPGES-ELA - Administration will use TPGES as a tool to monitor instructional practice to ensure teachers are facilitating rigorous, standards-based instruction and assessment. All four domains will be assessed continuously throughout the school year, and teachers will receive timely feedback that allows for effective refinement.

Category: Continuous Improvement

SY 2016-2017

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Comprehensive School Improvement Plan

Blake Elementary

Research Cited: Danielson's Framework for Teaching

Activity - Professional Growth Plans and Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	TPGES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Professional Learning Academic Support Program	10/17/2016	12/15/2017	\$0 - General Fund	N. Sajko, A. Snawder, M. Culver, S. Glenn, L. Covington

Activity - Observation and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	S. Glenn, L. Covington

Strategy2:

ELA Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Blake Elementary

Activity - Common Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Journeys, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Goal 3:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Team Literacy Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K.King, S. Scott, Reading Recovery, ESS

Measurable Objective 2:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Technical Assistance with Implementation of Improvement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams

Activity - Team Planning using KCAS Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Strategy2:

Professional Development - Instructional staff will participate in embedded professional development, as well as before or after school training, to strengthen their understanding of KCAS ELA standards and research-based instructional strategies in reading. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct eWalk walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Blake Elementary

Research Cited: DuFour

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, and based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments, and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend, and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

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?

Susan Glenn (principal), Leslie Covington (assistant principal), Kathy King (teacher), Angela Murphy (PTA officer)

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff 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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

Comprehensive School Improvement Plan

Blake Elementary

	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: 2.71

	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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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

Blake Elementary

	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: 2.83

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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.	Proficient

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

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

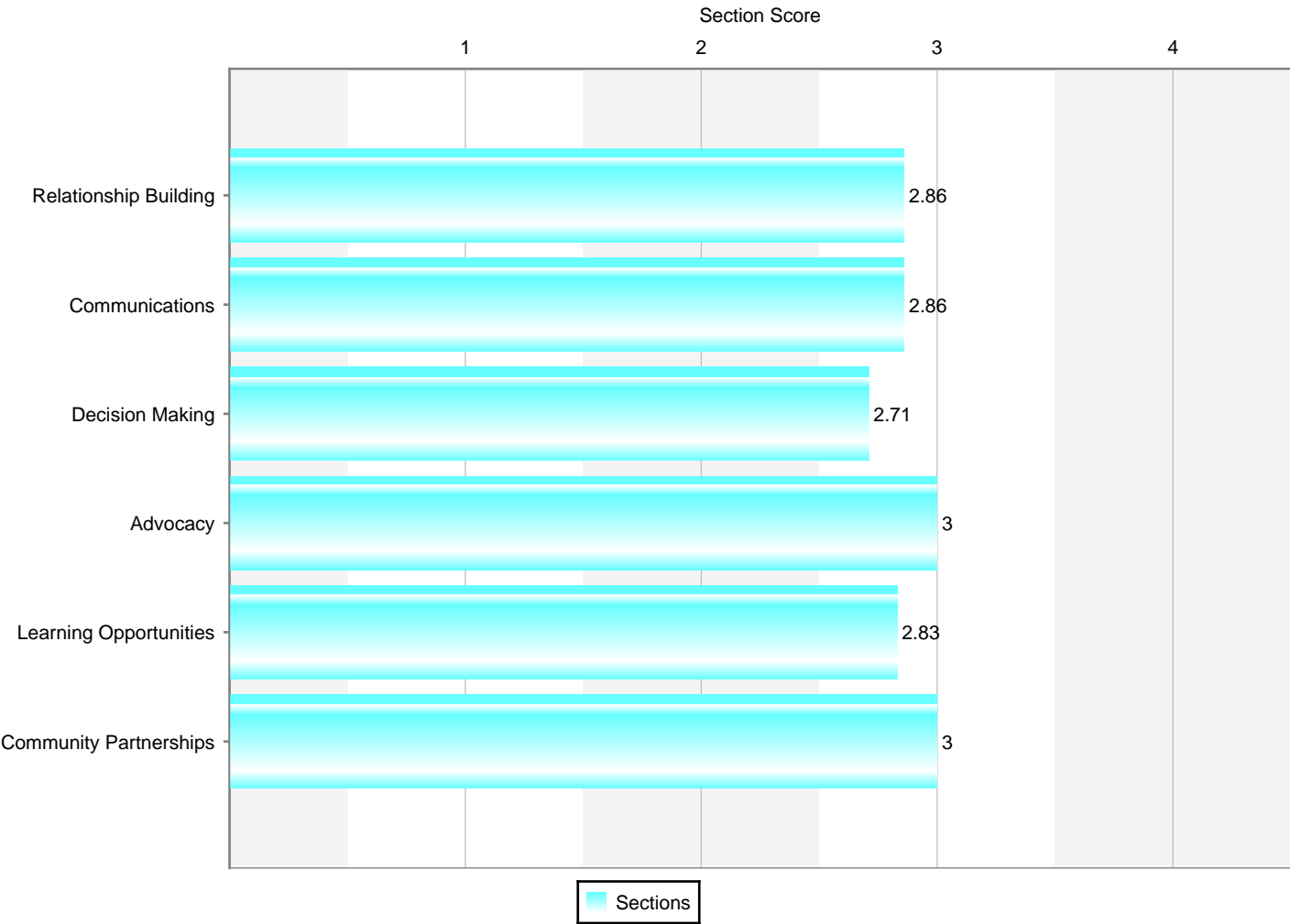
Reflect upon your responses to each of the Missing Piece objectives.

One area of strength is relationship building. We do a nice job of welcoming parents and families to our school. We go out of our way to assist parents when there is a concern and do our best to follow up with them afterwards. We invite parents to our school for activities, events, to eat lunch with their students, or to visit. To sustain this area of strength we will continue to be warm and welcoming to families and go out of our way to support them.

Decision making is an area in need of improvement. To improve in this area we will do our best to get more parents actively involved in voting for SBDM parent elections and offer PLC opportunities, workshops, and written information to equip parents for service on the SBDM council and committees.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The ILT and faculty of Blake Elementary are involved in developing the school improvement plan. Data from our School Report Card was used to develop goals for the school improvement plan. Data was discussed with our ILT and with our faculty during ILT and faculty meetings. Administration writes the majority of the plan after soliciting input from stakeholders. Stakeholders were informed of their roles to review activities and strategies to accomplish goals in the plan by administration. THE SBDM council reviews and gives input as well as approves the plan.

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

Administration analyzed data from the School Report Card and discussed strategies that were in place to help reach our goals with our Instructional Leadership Team (ILT). Administration then began to think of additional strategies and activities to help us reach our goals, soliciting input from other school leaders to determine strategies that work. Administration presented this information to stakeholders and asked the faculty to review the plan and come up with strategies and activities that would help us reach our goals. In addition, the SBDM had an opportunity to review the plan and offer input.

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

Stakeholders that are involved in the process of determining strategies and activities are notified of changes at each stage of development of the plan. Once finalized, a link to the improvement plan is linked to our website. During monthly PLC meetings, ILT and/or faculty meetings, we discuss the implementation and impact of our plan and our progress toward meeting our goals. In addition, the SBDM discusses student achievement and strategies at monthly meetings.

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?

Stakeholders reviewed Blake Elementary's 2015-2016 School Improvement Plan, using a process of shared leadership, capacity-building, and accountability. The Instructional Leadership Team discussed strategies and activities in the previous school improvement plan, synthesized ASSIST Survey Data, district and school-based assessment results, and the School Report Card. As a result, the team recognized the need to refine current systems and ensure a rigorous intervention protocol in all content areas. Targeted goals will be communicated to stakeholders frequently, and modified as needed based on multiple data points, including CASCADE data, common formative assessments, survey results, and anecdotal notes. To ensure that target goals are met, teachers will participate in a rigorous study of the KCAS standards to deepen understanding, promote explicit vocabulary instruction, and communicate student-friendly learning targets that align with formative and summative assessments. The work of the PLCs will continue to reinforce effective practice and support the ongoing monitoring of student performance and alignment of available resources.

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?

Teachers working collaboratively as members of Professional Learning Communities (PLCs) is one of our areas of strength. Teachers have common planning time to collaborate and plan instruction, create common formative assessments, analyze the results of assessments, identify students who are not meeting standards, and plan interventions to assist struggling students. Another area of strength is our use of resources. We have a Goal Clarity Coach, and a Primary Coach who work closely with classroom teachers, supporting professional growth in PLCs. We have two retired teachers who work as interventionists, as well as two Reading Recovery teachers, to provide small group instruction to meet individual learning needs. Our school's daily schedule allows maximized instructional time spent on each content area. We are working to continuously improve and refine our PLC work, and additional planning time is provided for teachers to participate in embedded professional development, deepen understanding of KCAS ELA and Math standards, align curriculum, and create bi-weekly common formative assessments. Social Studies is a noted area of strength according to our KPREP assessment results. To sustain this area of strength, we will continually assess our students and be intentional about using the same strategies that helped our students last year. Our K-PREP scores increased in three of five areas in the 2015-2016 school year.

Opportunities for Improvement

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

The following are noted as priority areas of need:

- *Decrease the number of students scoring novice in all areas

- *Increase the number of students scoring proficient and distinguished in mathematics.

- *Increase the number of students scoring proficient and distinguished in reading.

To decrease the number of students scoring novice, we have implemented a Novice Reduction Team this year. Team leaders attended KDE training, and are working with the rest of our teachers to implement research-based strategies for novice reduction, such as metacognition training and effective feedback. To increase our gap students' achievement scores, we will continue to refine our math and reading intervention process and increase intentionality of instruction to ensure that lessons are aligned to standards. Students who do not master standards on common formative assessments are taught in standards-based intervention groups, focusing on remediation they need. Enrichment groups are offered for students who are meeting grade level standards. Teachers attend professional development in reading and math, and receive extended planning time throughout the year to analyze student work and plan standards-based lessons. In addition, we are using MAP testing this year to gauge student mastery of standards and provide intentional standards-based instruction in deficit areas. Our entire teaching staff refined our Comprehensive Literacy Plan this year, and walkthroughs are conducted to monitor implementation schoolwide. Next steps will include creating a Comprehensive Math Plan. We provide extended learning for students before school, and an additional instructor has been provided by the district to support positive behavior and mathematics interventions.

Parent involvement is an area in need of improvement as well. We have Family Fun Nights focusing on literacy and math, to provide ideas and resources for parents so they can support their students' learning at home. We send home communication folders each Wednesday, to provide parents with information about school events, and update social media accounts frequently with information about the school. A monthly parent newsletter is distributed, along with weekly newsletters from each teacher. Letters are also sent home to inform parents how their children can use technology-based intervention programs at home.

Conclusion

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

Our next steps to address the areas of concern are to develop a school improvement plan grounded in research that is aligned with our school's and the district's vision and mission. We will continue to refine our Professional Learning Communities and interventions to meet the needs of students and increase academic achievement. Improving literacy and mathematics core instruction is a major focus for our school.

Blake Elementary CSIP 2016-2017

Overview

Plan Name

Blake Elementary CSIP 2016-2017

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	By 2019, students in the gap group will meet their 2018-2019 delivery targets.	Objectives: 6 Strategies: 10 Activities: 42	Academic	\$138550
2	By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction.	Objectives: 2 Strategies: 5 Activities: 20	Organizational	\$4000
3	By 2019, students will meet the 2018-2019 delivery targets.	Objectives: 4 Strategies: 12 Activities: 35	Academic	\$26765

Goal 1: By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Measurable Objective 1:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP .

Strategy 1:

Reading Interventions - Identified Tier II and Tier III students will participate in reading interventions according to the school's MTSS plan, designed to increase achievement in KCAS ELA Reading standards. At the beginning of each year, the intervention plan will be developed by the Instructional Leadership Team (ILT). Small group instruction will be provided by classroom teachers, interventionists, instructional assistants, and retired teachers, using leveled books, research-based programs, and Leveled Literacy Intervention System. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, MTSS, Mike Mattos (Solution Tree)

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L.Covington, K. King, S. Scott

Activity - MTSS and Standards-Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$48800	Title I Schoolwide	All teachers, S. Glenn, L. Covington, R. Williams, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - i-Ready Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Technology	08/15/2016	12/15/2017	\$1500	General Fund	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - myON and MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>myON is a personalized literacy environment that incorporates a state-of-the-art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Together, these components power a Literacy Ecosystem that is built upon five pillars: Personalization, Unparalleled Content, Unlimited Access, Collaboration and Success.</p> <p>MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.</p>	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Strategy 2:

School Safety/Discipline/Attendance/Health/Emotional Well Being - School staff and SBDM review the school's Safety/Emergency Plan at the beginning of every school year, and revisits it periodically throughout the year. Blake students regularly practice disaster drills, fire drills, and intruder lock-down drills. Blake's school-wide discipline plan was revised based on JCPS' Student Support and Behavior Intervention Handbook in August 2016. The plan is reviewed regularly to ensure effectiveness and includes the Implementation of PBIS systems and strategies as a proactive approach.

Our school has a Student Success Coach who mentors students, while teaching them social and self-help skills. In January 2017, our school will be adding an additional instructor that will support our Success Coach by providing Tier III behavior interventions, classroom management training for staff, and push-in collaboration during math instruction. Referral and disciplinary data are tracked by our Success Coach, administrative team, and the district for trends. Our Student Support Intervention Team is established and meets at least once a month to discuss data. Several staff members are trained in Safe Crisis Management and CPR. The school has a Health Room and school staff are trained to provide first aid and give medication to students each year. Our school guidance counselor provides a social skills and anti-bullying curriculum to students, as well as guidance and counseling when individual students need someone to talk to. Seven Counties and ABI school-based services are available at our school, in addition to the support provided by our full-time mental health counselor. Our Family Resource and Youth Services Coordinator (FRYSC) assists parents with counseling referrals, community resources, and other assistance as needed. Attendance is monitored monthly by the school clerk, FRYSC, and school social worker, and interventions are provided when needed.

Category: Stakeholder Engagement

SY 2016-2017

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Comprehensive School Improvement Plan

Blake Elementary

Research Cited: Safe and Effective Schools Research, PBIS, MTSS

Activity - Student Support Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Student Support Intervention Team is readily available for teachers when students require immediate, Tier III behavior support. The goal of the team is to minimize the loss of instruction time while providing students with individualized reinforcement. The team meets at least monthly to discuss students in need of intense support and how to best meet their needs. The team consists of our principal, assistant principal, Student Success Coach, mental health counselor, Family Resource and Youth Services Coordinator, and guidance counselor.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, A. Murphy, M. O'Neal
Activity - Student and Family Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers are intentional about building relationships with their students beginning with the first day of school. The teachers work closely with our FRYSC, principal, assistant principal, school guidance counselor, ECE teachers, ELL teachers, ECE and ELL consulting teachers, school psychologist, school-based Seven Counties therapist, occupational therapist, mental health counselor and speech therapist to communicate about the special needs of our students and families, and provide needed services to remove barriers to learning and promote success in school. Our Parent Advisory Council (PAC) member attends district meetings and works with our FRYSC to provide support and involvement for families.	Behavioral Support Program, Parent Involvement	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, L. Scott, M. O'Neal, A. Murphy, M. Cohen, ECE teachers, ELL teachers
Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District procedures are followed to monitor student attendance and ensure that it is reported accurately. The school's FRYSC, attendance clerk, and school social worker meet monthly to discuss students with high numbers of absences or tardies. If students have high numbers of unexcused absences, phone calls are made to parents, letters are sent home, and home visits are made, according to District policy, in an effort to correct the problem. Our PTA recognizes students with perfect attendance monthly through a bulletin board. Students are also acknowledged at the end of every nine-weeks in a grade-level recognition ceremony.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta, C. O'Banion, School Social Worker
Activity - Comprehensive School Surveys & Two Way Communication Between Parents and School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

Annually, students, parents, and staff are given a survey to determine their perceptions of school climate, teaching and learning at Blake. Results are analyzed by the faculty and shared with stakeholders, including PTA and SBDM. Data is used to inform decision-making and make adjustments as necessary for improvement. An annual Title I meeting is held at the beginning of every year to inform parents about our Title I budget, programs, and parent involvement opportunities. Back-to-school orientations and an open-house held in September, are held each year, as well as scheduled conference days, so parents can be informed about students' learning progress, and parents can provide input. We also hold two or more PTA meetings each year, where parents have the opportunity to hear about student achievement and our CSIP. Our school website and teacher newsletters keep parents informed about what students are learning, school policies, special events. We also send home frequent school communications each week in a Wednesday Folder, so parents can review their child's graded papers, flyers, and newsletters. A parent newsletter is written every month by the principal.	Policy and Process	08/15/2016	12/15/2017	\$800	Title I Schoolwide, General Fund	All teachers, S. Glenn, L. Covington, R. Williams, J. Banta
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Activity - School-wide Free Breakfast and Lunch/Fresh Fruits and Vegetable Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, regardless of financial need, are offered free breakfast and lunch every day. The goal is to provide students with healthy food options, therefore increasing student stamina and attendance. Students are also provided fresh fruits and vegetables three days a week as an afternoon snack. Teachers share nutrition information and facts about foods that students may not have access to frequently, such as pomegranates, mangos, brussels spouts, blood oranges, etc.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, B. Smith, J. Banta

Activity - Morning Meeting/Social Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a proactive approach, beginning in January 2017, homeroom teachers will begin the school day with classroom-based morning meetings. The meetings provide students with opportunities to build classroom community and review classroom expectations. Teachers will incorporate social-skills lessons that include role-playing, practicing self-monitoring and self-regulation.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	General Fund	S. Glenn, L. Covington, J. Banta, A. Murphy, R. Williams, M. O'Neal, all homeroom teachers

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Blake Elementary was chosen to participate in a two year program called Compassionate Schools Project. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years. Our students attend Compassionate Schools Project class twice weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Compassionate Schools Project teachers, Compassionate Schools Project support staff and PLCs, S. Glenn, L. Covington
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Strategy 3:

Professional Development - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, KCAS, MTSS

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$5000	General Fund	teacher leaders, all teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Novice Reduction Team and Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0	District Funding	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600	General Fund	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington
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Strategy 4:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Activity - Small Group Reading Instruction/Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to daily core instruction in reading, students will receive small group instruction in focus groups based on their needs. Teachers will use the results of formative assessments, Bellarmine Literacy assessments (PAT, DSA, TOWRE-2), CASCADE reports, running records, and observations of students to determine their needs for focus groups, and plan instruction according to individual students' needs. Teachers will confer with students periodically about their reading goals and progress toward meeting those goals, and provide specific and timely feedback to students on their strengths, areas needing improvement, and strategies to improve. Students who have mastered standards will receive enrichment activities while struggling students will receive interventions. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Instructional Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington
Activity - JCPS/Bellarmino Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers in grades K-3, ECE, and ESL, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers to allow for continuous feedback and improvement.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	District Funding	G. Clements, O. Hust, J. Filer, A. Amburgey, P. Monhollon, N. Sajko, B. Griffith, S. Scott
Activity - Connecting Writing to ELA Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in Reading Notebooks or binders during reading instruction.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP .

Strategy 1:

Math Interventions - Teachers will Identify Tier II and Tier III students who are in need of standards-based math interventions using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies. Small-group instruction will be provided by classroom teachers, interventionists, instructional assistants, and/or retired teachers. Teachers will develop a plan of action to support mathematics growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards

Comprehensive School Improvement Plan

Blake Elementary

mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, Stiggins, MTSS

Activity - Student Data Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS
Activity - Math Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Teachers will develop a plan of action to ensure growth for individual students. Teachers will pull standards-based intervention groups during math workshop after the core math lesson has been taught. Students in need of additional support will receive additional math interventions with a retired teacher (ESS) throughout the school week.	Academic Support Program	09/05/2016	12/15/2017	\$59200	Title I Schoolwide	S. Glenn, L. Covington, all homeroom teachers, ESS, K. King, S. Scott
Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students' progress toward meeting math benchmarks will be monitored throughout the school year through common assessments. MTSS will be implemented and students identified as Tier II or Tier III will receive prescribed math interventions. Standards-based math focus groups, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the KCAS standards for each grade group. All teachers will track student progress using disaggregated data, and work with students to self-monitor their progress. Goal-setting with students will occur before each district math assessment and students will be provided with specific and timely feedback about their learning by their teachers. (SB168 requirement)	Academic Support Program	09/05/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, S. Scott, K. King, ESS, all homeroom teachers, ELL and ECE teachers
Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, as well as based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program, Professional Learning	08/01/2016	12/15/2017	\$2500	General Fund	All homeroom teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS, ELL and ECE teachers
Activity - U of L DREAM Math Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	11/04/2015	12/15/2017	\$0	No Funding Required	M. Culver, A. Snawder, S. Glenn, L. Covington
Activity - i-Ready and Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PARCC's i-Ready is a web-based technology math program utilized with Tier III students to provide an additional intervention in math and helps move students toward proficiency. All students in need of mathematics fluency practice utilize Reflex Math, another web-based application program, that builds fluency proficiency. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	09/04/2017	12/15/2017	\$3000	General Fund	S. Glenn, L. Covington, F. Jackson, S. Scott, K. King, ESS
Activity - Extended Learning Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A targeted group of Tier II students will work with instructors twice weekly, from 8:30 a.m. to 9:00 a.m. Using PARCC's Ready Common Core, students will receive standards-based math instruction specific to their need as determined using Eureka Math exit slips, Mid-Module and End-of-Module assessments, and district diagnostics and proficiencies.	Academic Support Program	01/09/2017	12/15/2017	\$10000	Grant Funds	S. Glenn, L. Covington, K. King, S. Scott
Activity - Math Map Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

MAP Testing is a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	All teachers, K.King, S.Scott, S.Glenn, L.Covington
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Strategy 2:

Professional Development Opportunities - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, MTSS

Activity - Teaching Mathematics Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Academic Support Program, Professional Learning	08/01/2016	12/15/2017	\$5000	General Fund	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Novice Reduction Team/Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0	District Funding	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0	General Fund	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington
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Measurable Objective 3:

53% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Social Studies by 05/24/2017 as measured by K-PREP .

Strategy 1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Standards-Based Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The results of teacher-designed common formative assessments and district social studies proficiency assessments will be used used periodically to create focus groups for students who need additional help to master standards.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Teachers, S. Glenn, L. Covington

Activity - Common Assessments to Monitor Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common formative assessments connected to the unit of study in social studies to monitor student achievement. The results will be used to design instruction for re-teaching and to create focus groups for students who are not meeting the standards. The process will provide students with specific and timely feedback about their learning. Teachers will utilize their reading block to ensure students have access to social studies content in an authentic setting.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington,

Measurable Objective 4:

53% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Writing by 05/24/2017 as measured by K-PREP .

Strategy 1:

Writing Team Planning - Teachers will design instruction that is aligned with KCAS ELA writing standards and analyze student writing samples to determine understanding. They will use teacher and student-created rubrics with students and model the elements of writing by displaying proficient work from KDE released items, and classmates' writing using the document camera or multi-media projector. Students not meeting the standards will receive additional support through teacher

SY 2016-2017

Comprehensive School Improvement Plan

Blake Elementary

and peer conferring with feedback. The writing workshop model will be used. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Use of Models, Graphic Organizers and Rubrics for Proficient Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L.Covington, K. King, S. Scott

Activity - On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150	General Fund	all teachers, S. Glenn, L. Covington, K. King, S. Scott

Measurable Objective 5:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Practical Living/Career Studies for Program Review. in Practical Living by 05/24/2017 as measured by the Practical Living/Career Studies Program Review rubric..

Strategy 1:

Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Practical Living/Career Studies Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of practical living and career studies.

Category: Continuous Improvement

Activity - Health Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students engage in the importance of health education throughout the instructional day and in Compassionate Schools Project. Health education is integrated in lessons through ELA, social studies, and science curriculum. Students also participate in the Fresh Fruit and Vegetable Program three times a week where they experience a variety of fruits and vegetables and learn specific facts about each.	Behavioral Support Program, Academic Support Program	08/15/2016	12/15/2017	\$0	Other	CSP teachers, Arts and Humanities teacher, all homeroom teachers, cafeteria staff

Comprehensive School Improvement Plan

Blake Elementary

Activity - Jump Rope for Heart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in Jump Rope for Heart to demonstrate the importance of being physically fit. The students dance, jump rope and run for our Jump Rope for Heart fundraiser.	Behavioral Support Program, Academic Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	H.O'Bryan, J.Banta

Activity - Field Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in a variety of activities throughout the day. They learn the importance of team work and staying physical fit.	Behavioral Support Program, Academic Support Program	01/02/2017	12/15/2017	\$0	General Fund	All teachers, H.O'Bryan, J.Banta, PTA, Administration

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students attend Compassionate Schools Project class twice a week. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years.	Behavioral Support Program, Academic Support Program	08/15/2016	12/15/2017	\$0	Other	CSP teachers, S. Glenn, L. Covington

Measurable Objective 6:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Visual and Performing Arts for Program Review. in Art & Humanities by 05/24/2017 as measured by the Visual and Performing Arts Program Review rubric..

Strategy 1:

Visual and Performing Arts Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Visual and Performing Arts Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of visual and performing arts at Blake Elementary.

Category: Continuous Improvement

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

Blake Elementary

A Gallery Walk that integrates different components of Arts and Humanities combined with grade-level content. Students work will be displayed throughout Blake Elementary. Parents, community members, and all stakeholders are invited to attend and participate in the gallery walk. The activity will mirror what participants in a real art gallery would do when viewing an artist's work.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	D. Blankenship, homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta
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Activity - Integration with Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers design instruction and incorporate elements of the arts during reading and social studies. Many grades focus on genres of reading, including poetry and drama. While addressing these standards, teachers will allow students opportunities to use reader's theatre, historical simulations, intentional lessons about the cultural importance of dance and music from historical and modern day perspectives. Students also have the opportunity to participate in our drama and dance clubs offered after school.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All homeroom teachers, D. Blankenship, S. Glenn, L. Covington, R. Williams

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, K-5, attend Arts and Humanities as a special area weekly. Students participate in various activities including music (the different elements, playing musical instruments), arts (the different elements, creation, critique, display), and drama. Students will have opportunities to organize, practice, and present their elements of creation in a variety of settings.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	D. Blankenship

Activity - Arts 5 x 5 Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of arts experiences are provided through the utilization of the Arts 5 x 5 grant. Students get to attend professional plays and musical experiences at different local theatre companies. We also have artists-in-residence that provide instruction in our classrooms.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, P. Fitzgerald, S. Glenn, L. Covington, D. Blankenship

Goal 2: By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction.

Measurable Objective 1:

collaborate to reach 30% of 3rd, 4th, and 5th grade GAP students to meet Novice Reduction Targets in Mathematics by 05/24/2017 as measured by K-PREP..

Comprehensive School Improvement Plan

Blake Elementary

Strategy 1:

Math Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins, Solution Tree

Activity - Team Planning with KCAS Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All homeroom teachers, ECE and ELL teachers, S. Scott, K. King, S. Glenn, L.Covington
Activity - Math Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington
Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers will provide students with timely and effective feedback.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L.Covington
Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ECE and ELL teachers, K. King, S. Scott, S. Glenn, L. Covington
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Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that students in grades 2-5 use Reflex math, to help students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Results will be monitored and students' progress in Reflex will be recognized.	Academic Support Program	09/05/2016	12/15/2017	\$1000	General Fund	F. Jackson, K. King, S. Scott, all 2-5 grade teachers

Activity - Math MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 2-5 will use MAP Testing, a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	F. Jackson, K. King, S. Scott, S. Glenn, L. Covington, ELL and ECE teachers, all homeroom teachers

Strategy 2:

TPGES-Math - Administration will use TPGES as a tool to monitor instructional practice to ensure teachers are facilitating rigorous, standards-based instruction and assessment. All four domains will be assessed continuously throughout the school year, and teachers will receive timely feedback that allows for effective refinement.

Category: Continuous Improvement

Research Cited: Danielson's Framework for Teaching

Activity - Professional Growth Plans and Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	TPGES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	S. Glenn, L. Covington

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program, Professional Learning	10/17/2016	12/15/2017	\$0	District Funding	J. Sajko, A. Snawder, M. Culver, K. King, S. Glenn

Measurable Objective 2:

collaborate to reach 36% of third, fourth, and fifth grade GAP students to meet Novice Reduction Targets in English Language Arts by 05/24/2017 as measured by K-PREP..

Strategy 1:

ELA Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Journeys, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Common Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Teachers in all grade levels will plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington
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Activity - ELA Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), as well as DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington

Activity - Connecting Writing with ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers provide students with timely and effective feedback.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington

Strategy 2:

Reading Interventions - Identified Tier II and Tier III students will participate in reading interventions according to the school's MTSS plan, designed to increase achievement in KCAS ELA Reading standards. At the beginning of each year, the intervention plan will be developed by the Instructional Leadership Team (ILT). Small group instruction will be provided by classroom teachers, interventionists, instructional assistants, and retired teachers, using leveled books, research-based programs, and Leveled Literacy Intervention System. (SB168 requirement)

Comprehensive School Improvement Plan

Blake Elementary

Category: Continuous Improvement

Research Cited: DuFour, MTSS, Mike Mattos (Solution Tree

Activity - MTSS and Standards-Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington

Activity - i-Ready Common Core ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	F. Jackson, K. King, S. Glenn, L. Covington

Activity - mYON	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will use myON, a personalized literacy environment that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics so teachers can monitor activity and growth.	Academic Support Program	01/02/2017	12/15/2017	\$1000	General Fund	Homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - ELA MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, F. Jackson, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Strategy 3:

TPGES-ELA - Administration will use TPGES as a tool to monitor instructional practice to ensure teachers are facilitating rigorous, standards-based instruction and assessment. All four domains will be assessed continuously throughout the school year, and teachers will receive timely feedback that allows for effective refinement.

Category: Continuous Improvement

Research Cited: Danielson's Framework for Teaching

Activity - Professional Growth Plans and Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program	08/15/2016	12/15/2017	\$0	General Fund	TPGES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington

Activity - Observation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	General Fund	S. Glenn, L. Covington

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program, Professional Learning	10/17/2016	12/15/2017	\$0	General Fund	N. Sajko, A. Snawder, M. Culver, S. Glenn, L. Covington

Goal 3: By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Blake Elementary

Strategy 1:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Activity - Team Literacy Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L.Covington, K.King, S. Scott, Reading Recovery, ESS
Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Literacy Night will be held for students and their parents or guardians, in order to engage families in meaningful ways. Teachers will organize stations for parents to attend with their students, and provide effective strategies and materials that parents and students may use at home together. Families will provide feedback on the effectiveness of Literacy Night through the use of a survey. In the fall, winter, and spring, parents will receive a report about their students' DRA2 reading level, Bellarmine Literacy assessment results, areas of strength, and areas needing improvement in reading. (SB168 requirement)	Parent Involvement	08/15/2016	12/15/2017	\$1300	Title I Schoolwide	All teachers, S. Glenn, L.Covington, K.King, J.Banta, R. Williams, S. Scott, Reading Recovery
Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers will provide students with timely and effective feedback in how to improve their writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, Reading Recovery, ESS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ESS, Reading Recovery
Activity - Kindergarten Readiness Kickoff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0	No Funding Required	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers
Activity - Small Group Reading Instruction and Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. In addition to daily flexible reading group instruction, MTSS will be fully implemented and Tier 2 and Tier 3 students will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented, following the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School Wide Literacy Plan.	Academic Support Program	09/01/2015	12/16/2016	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, S. Scott, K. King, Reading Recovery, ESS
Activity - JCPS/Bellarmine Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

60% of teachers in grades K-3, ECE, ESL, as well as our primary coach, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmine Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Bellarmine Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers in order to allow for continuous feedback and improvement.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	G. Clements, O. Hust, P. Monhollon, N. Sajko, B. Griffith, J. Filer, S. Scott, A. Amburgey, S. Glenn
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Activity - Instructional Resources- Journeys Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will use 100% of the Instructional Resources (textbook) within two years to support students' access to high-quality standards-based resources.	Academic Support Program	08/15/2016	12/15/2017	\$15565	Text Books	S. Glenn, L. Covington, Teachers, SBDM

Strategy 2:

School-Wide Reading Beyond the School Day - Before school begins each day, Blake students in grades K-5 will read books either independently or with a "Reading Buddy" as soon as they arrive or eat breakfast, until it is time to be dismissed to their classrooms. This extension of the school day will ensure all students are reading each day, utilizing books in book baskets for each class. Staff members will supervise students each morning to ensure they are reading, and offer "Book Bucks" for students who consistently read, so they can buy a book of their choice from the principal's bookshelf to keep.

Category: Learning Systems

Research Cited: Erwin, Wong

Activity - Independent Reading in Gym	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The gym will be open for students to read each morning from 8:30-9:00 a.m. All students in grades 1-4 will choose books from book baskets and read independently each morning as soon as they arrive at school until it is time for the school day to begin. Staff members are assigned to the gym to supervise students, ensure they are reading, and award them "Blake Book Bucks" as an incentive. When students earn 10 "Book Bucks," they may choose their own new book to take home and keep from the principal's book shelf. Fiction and non-fiction titles are kept in book baskets and updated frequently to ensure students have choice and variety in what they are reading.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, A. Murphy, J. Banta, S. Scott, M. O'Neal

Strategy 3:

Technology Use for Reading - Students will use technology to read interactive books and articles online, further enhancing their desire to read by combining their desire for knowledge and enjoyment with their love of 21st Century technology skills.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Blake Elementary

Research Cited: Erwin

Activity - E-books and iPads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school library has many e-book titles, many of which have unlimited licenses, so several students can access them simultaneously at school or at home. The books are highly motivating to students, and a variety of genres, age-levels and interests are represented, including a large amount of informational non-fiction books with science, social studies, math, and writing content. In addition, all grade levels have implemented Journeys as their core reading curriculum. Journeys provides leveled e-books for listening centers and students reading below grade level. SMARTBoards and iPads will be used in the library and in classrooms to access e-books and other lessons offered through Journeys. Teachers also utilize a variety of reading websites in the classrooms, and students are able to access them at home.	Technology	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, E. Freeman, all teachers, S. Scott, K. King
Activity - myON	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use myON, a personalized literacy environment, that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Teachers will monitor students' use of the program and growth in literacy.	Academic Support Program	01/09/2017	12/15/2017	\$1000	General Fund	All teachers, S.Scott, K.King, L.Covington, S.Glenn
Activity - MAP Assessment for Reading and Language Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	All 2nd-5th grade teachers, K. King, S. Scott, S. Glenn, L. Covington, F. Jackson

Strategy 4:

Student Recognition for Achievements - Students receive recognition for a variety of academic achievements throughout the year, including performance and growth on reading, math, science, writing, and social studies assessments, for exhibiting good citizenship and behavior, for performance on K-PREP, and for having excellent school attendance. We hold grade-level recognition ceremonies after every grading period. Our staff continually thinks of new and creative ways to recognize and motivate students to encourage them to do well. Additionally, staff members review individual assessment data with students to help them reflect on their successes and set goals for future achievement. (SB168 requirement)

Category: Stakeholder Engagement

Research Cited: DuFour, Stiggins

Comprehensive School Improvement Plan

Blake Elementary

Activity - Perfect Attendance, Honor Roll, and Improvement Incentives for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students on the Honor Roll, those with perfect attendance, as well as students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance card outside their classroom on the days where this goal is achieved. The school also recognizes a Student of the Month from every classroom, and their pictures and certificates hang on a bulletin board in the main hallway, along with a monthly perfect attendance poster.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$3000	General Fund	S. Glenn, L. Covington, R. Williams, C. O'Banion, J. Banta, P. Fitzgerald, all teachers

Activity - PBIS "Paws of Praise"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Positive Behavior Intervention Systems (PBIS) Team meets once a month to develop ways to increase positive student behavior and create systems for doing so. The "Paws of Praise" system enables staff members to reward students with red paw print tickets for being safe, being responsible, and being respectful. Administrators, special area teachers, and behavior coaches distribute "golden paw print" tickets when the entire class is exhibiting these behaviors. Teachers collect tickets in a jar after students write their names on them, and one name is drawn each Friday for recognition and incentives from the principal and assistant principal.	Behavioral Support Program	08/15/2016	12/15/2017	\$1000	General Fund	S. Glenn, L. Covington, J. Banta, R. Williams, PBIS committee members

Strategy 5:

Communication with Families - The strategy will involve multiple modes of communication with families to ensure that parents and guardians feel connected to the school and engaged in their child's education.

Category: Stakeholder Engagement

Research Cited: Effective Schools Research

Activity - Two-Way Communication Between School and Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a school communication folder that is sent home each Wednesday with communications from the school. Classroom newsletters will be sent home weekly, to keep parents informed of school happenings and let them know what their students are learning. Teachers call parents when needed to communicate students' progress academically and behaviorally. Parents are encouraged to communicate with teachers through notes in students' folders, agendas, and e-mail. Parents may request a conference at any time throughout the year, and there are also two days set aside for the sole purpose of parent-teacher conferences. The FRC Coordinator and principal communicate with parents frequently through school newsletters, Facebook, Twitter, Instagram, and One Call Now automated dialing system. Our PTA also sends newsletters and flyers home at regular intervals to keep parents informed about special events at school.	Parent Involvement	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, all teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Parent Feedback and Input to the School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An annual Title I Parent Involvement meeting is held each fall at Open House, where parents are informed about Title I funds used at our school, and asked to become involved. A PAC representative is chosen each year, as well as SBDM parent representatives and parents/guardians as PTA Board members. Parents, grandparents, and guardians are also actively sought for volunteer opportunities in the classroom as well as on committees and for special events put on by the PTA. Parents are encouraged to give input and feedback to the school through Comprehensive School Surveys, Title I Parent Compact, Parent-Teacher Conference Days, PTA meetings, and SBDM.	Parent Involvement	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, R. Williams, K. King, J. Banta, A. Murphy, all teachers

Measurable Objective 2:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Team Planning using KCAS Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott
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Activity - Technical Assistance with Implementation of Improvement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, R. Williams

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Strategy 2:

Math Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as current math units and concepts being taught in the classroom. JCPS mathematics newsletters will be distributed to parents by classroom teachers, and content will be discussed at Open House and class newsletters. Parents will be encouraged to regularly review their child's homework and help their student through our Title I Parent Compact and SBDM homework policy. Math websites and resources for parents are linked to Blake's school website. Family Math Night will be held once a year for parents to learn about what math is being taught and strategies they can use to further help their student's growth in mathematics.

Category: Stakeholder Engagement

Research Cited: Wong, Title I

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Once a year, Family Math Night will be held for students and their parents/guardians, in an effort to increase parental involvement and build strong partnerships with parents. Teachers will plan stations for students and parents to participate together. Parents will learn strategies to use at home so they can help their students improve in math achievement. Each team will collaborate to plan stations and parent activities. (SB168) In addition, mathematics newsletters and helpful strategies for parents to use with their children are distributed at regular intervals, as well as homework help for parents.	Parent Involvement	08/15/2016	12/15/2017	\$800	Title I Schoolwide	S. Glenn, L. Covington, R. Williams, J. Banta, Math Committee
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Strategy 3:

Student Recognition for Math Achievements - Students will receive recognition for a variety of academic achievements throughout the year, including math achievement and growth toward proficiency. Teachers will set goals with students and discuss the results of assessments with them so they can monitor their own growth. Students who score proficient or distinguished on district math proficiency assessments will be recognized in the hallway on a bulletin board.

Category: Stakeholder Engagement

Research Cited: Stiggins, Jones

Activity - Honor Roll/Perfect Attendance, Improvement Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Honor roll, perfect attendance, students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance chart outside their classroom on the days where this goal is achieved. PTA also recognizes our students with a banner hanging in the main hallway.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, R.Williams, K.King, S.Scott, J.Banta

Strategy 4:

Professional Development - Instructional staff will participate in embedded professional development, as well as before or after school training, to strengthen their understanding of KCAS ELA standards and research-based instructional strategies in reading. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct eWalk walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blake Elementary

Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, and based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments, and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend, and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott
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Activity - UL DREAM Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	10/05/2015	12/15/2017	\$0	No Funding Required	A.Snowder, M.Culver, S.Glenn, L.Covington

Strategy 5:

Technology-Based Assessment and Instruction - Students will use technology to assess current progress and embed standards-based math instruction based on specific student need. It further enhances their desire to problem solve and apply strategies using 21st Century technology skills.

Category: Continuous Improvement

Research Cited: DuFour, Charles A. Dana Center, Achieve the Core

Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP Testing is a computer adaptive interim assessment for math. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	General Fund	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 3:

55% of Fifth grade students will demonstrate a proficiency in the Core Content Social Studies Standards in Social Studies by 05/24/2017 as measured by KPREP .

Strategy 1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Comprehensive School Improvement Plan

Blake Elementary

Category: Continuous Improvement

Research Cited: DuFour

Activity - Technology Use for Social Studies Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize educational web sites, videoclips, and PowerPoint slideshows from Discovery Education, JCPS curriculum links, iPads, and other Internet sites to enhance instruction in social studies content. In addition, teachers will use Journeys curriculum to connect social studies content through close reading opportunities and leveled readers. Students also have access to all text via e-books provided.	Technology, Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott
Activity - Reading Using Social Studies Trade Books and Periodicals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use trade books with social studies related content while planning and teaching reading, to allow for additional exposure to information about social studies throughout the school day. Teachers will use Social Studies Weekly, Kentucky Studies Weekly, Weekly Reader, Story Works and/or Time for Kids as well as as various informational reading resources. In addition, Journeys texts related to social studies content are used throughout the school year.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott
Activity - Integration of Social Studies in Arts and Humanities, Writing, and Practical Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers design instruction that incorporates social studies perspectives and themes throughout other content areas. They use Reader's Theater plays, artists-in-residence, historical simulations, incorporate drama, music, and dance with the study of colonial times.	Academic Support Program	08/15/2016	12/15/2017	\$2100	Other	All teachers, S.Glenn, L.Covington, D.Blakenship
Activity - Social Studies Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the meaning of vocabulary words from social studies core content. They will utilize Journeys articles and reading passages to reinforce social studies vocabulary in an authentic setting. Students will read and write about historical, geographical, and current event topics while using the vocabulary words.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, S.Scott, K.King
Activity - Writing in Social Studies Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in social studies notebooks on a consistent basis to deepen their understanding of content. They will write to demonstrate their learning of social studies concepts during lessons taught.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington

Measurable Objective 4:

55% of Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Writing by 05/24/2017 as measured by KPREP .

Comprehensive School Improvement Plan

Blake Elementary

Strategy 1:

Team Meetings to Plan Instruction - Teachers will meet weekly in teams to design writing instruction based on KCAS ELA reading, writing, and language standards using JCPS curriculum maps and writing resources. They will use scoring rubrics provided by JCPS and help students create rubrics themselves for self-assessment. They will analyze student work samples to determine understanding. Students will experience the three types of writing and will work through the stages of the writing process.

Category: Continuous Improvement

Research Cited: DuFour, Calkins

Activity - Writing Alignment, Integration, and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodically throughout the school year, teachers will meet in horizontal teams to align curriculum in KCAS ELA writing standards, and discuss what is being taught in writing at every grade level. Teachers will assess their teaching of writing standards and determine priority needs for professional development. Student samples of writing will be analyzed according to district rubrics so that next steps for instruction can be planned. All students will have working Writing Portfolios outlined by state standards that show growth over time and evidence of peer and teacher feedback that students have used to improve their writing pieces. Writing content will be integrated across the content areas.	Professional Learning	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ILT
Activity - Writing Wall of Fame and Publication of Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose one student's exemplary writing piece per classroom to be published and on display in a frame on the "Writing Wall of Fame" in the main hallway, for everyone to read and enjoy. Administrators and resource teachers will collaborate to write the monthly prompts.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	All teachers, S.Glenn, L.Covington, ILT
Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to plan on demand writing instruction in KCAS ELA writing standards and analyze student work samples. The ILT will develop a systematic, school-wide on-demand writing plan. The process will schedule narrative, explanatory/informative, and opinion on-demand prompts that teachers will facilitate in the classroom. Teachers will use the prompts to formatively assess students, using the data to plan intentional, standards-based writing lessons designed to improve students' ability to write.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Team Leaders, S. Glenn, L. Covington
Activity - Comprehensive Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blake Elementary

The 2016-2017 Comprehensive School Wide Literacy Plan outlines the writing and language standards required for each grade level. Teachers will spend at least 30 minutes a day on writing instruction, in addition to the integration of writing in other content areas. Teachers will provide models of proficient writing, and demonstrate how to write effectively to students. Rubrics and high-quality writing pieces will be provided to students, as well as student self-evaluation practices, peer feedback, and teacher feedback for strengthening their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	S. Glenn, L. Covington, ILT, all teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Groups	Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Teachers will develop a plan of action to ensure growth for individual students. Teachers will pull standards-based intervention groups during math workshop after the core math lesson has been taught. Students in need of additional support will receive additional math interventions with a retired teacher (ESS) throughout the school week.	Academic Support Program	09/05/2016	12/15/2017	\$59200	S. Glenn, L. Covington, all homeroom teachers, ESS, K. King, S. Scott
Family Literacy Night	Family Literacy Night will be held for students and their parents or guardians, in order to engage families in meaningful ways. Teachers will organize stations for parents to attend with their students, and provide effective strategies and materials that parents and students may use at home together. Families will provide feedback on the effectiveness of Literacy Night through the use of a survey. In the fall, winter, and spring, parents will receive a report about their students' DRA2 reading level, Bellarmine Literacy assessment results, areas of strength, and areas needing improvement in reading. (SB168 requirement)	Parent Involvement	08/15/2016	12/15/2017	\$1300	All teachers, S. Glenn, L. Covington, K. King, J. Banta, R. Williams, S. Scott, Reading Recovery

Comprehensive School Improvement Plan

Blake Elementary

Comprehensive School Surveys & Two Way Communication Between Parents and School	Annually, students, parents, and staff are given a survey to determine their perceptions of school climate, teaching and learning at Blake. Results are analyzed by the faculty and shared with stakeholders, including PTA and SBDM. Data is used to inform decision-making and make adjustments as necessary for improvement. An annual Title I meeting is held at the beginning of every year to inform parents about our Title I budget, programs, and parent involvement opportunities. Back-to-school orientations and an open-house held in September, are held each year, as well as scheduled conference days, so parents can be informed about students' learning progress, and parents can provide input. We also hold two or more PTA meetings each year, where parents have the opportunity to hear about student achievement and our CSIP. Our school website and teacher newsletters keep parents informed about what students are learning, school policies, special events. We also send home frequent school communications each week in a Wednesday Folder, so parents can review their child's graded papers, flyers, and newsletters. A parent newsletter is written every month by the principal.	Policy and Process	08/15/2016	12/15/2017	\$700	All teachers, S. Glenn, L. Covington, R. Williams, J. Banta
Family Math Night	Once a year, Family Math Night will be held for students and their parents/guardians, in an effort to increase parental involvement and build strong partnerships with parents. Teachers will plan stations for students and parents to participate together. Parents will learn strategies to use at home so they can help their students improve in math achievement. Each team will collaborate to plan stations and parent activities. (SB168) In addition, mathematics newsletters and helpful strategies for parents to use with their children are distributed at regular intervals, as well as homework help for parents.	Parent Involvement	08/15/2016	12/15/2017	\$800	S. Glenn, L. Covington, R. Williams, J. Banta, Math Committee
MTSS and Standards-Based Interventions	All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$48800	All teachers, S. Glenn, L. Covington, R. Williams, K. King, S. Scott
Total					\$110800	

District Funding

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

Blake Elementary

Novice Reduction Team and Professional Development	A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King
JCPS/Bellarmino Literacy Project	Some teachers in grades K-3, ECE, and ESL, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers to allow for continuous feedback and improvement.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	G. Clements, O. Hust, J. Filer, A. Amburgey, P. Monhollon, N. Sajko, B. Griffith, S. Scott
Novice Reduction Team	A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program, Professional Learning	10/17/2016	12/15/2017	\$0	J. Sajko, A. Snawder, M. Culver, K. King, S. Glenn
Novice Reduction Team/Professional Development	A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King
Total					\$0	

General Fund

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

Blake Elementary

i-Ready and Reflex Math	PARCC's i-Ready is a web-based technology math program utilized with Tier III students to provide an additional intervention in math and helps move students toward proficiency. All students in need of mathematics fluency practice utilize Reflex Math, another web-based application program, that builds fluency proficiency. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	09/04/2017	12/15/2017	\$3000	S. Glenn, L. Covington, F. Jackson, S. Scott, K. King, ESS
Connecting Writing with ELA	Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers provide students with timely and effective feedback.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington
Teacher Observation	The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington
Professional Growth Plans and Student Growth Goals	The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program	08/15/2016	12/15/2017	\$0	TPGES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington
PBIS "Paws of Praise"	Our Positive Behavior Intervention Systems (PBIS) Team meets once a month to develop ways to increase positive student behavior and create systems for doing so. The "Paws of Praise" system enables staff members to reward students with red paw print tickets for being safe, being responsible, and being respectful. Administrators, special area teachers, and behavior coaches distribute "golden paw print" tickets when the entire class is exhibiting these behaviors. Teachers collect tickets in a jar after students write their names on them, and one name is drawn each Friday for recognition and incentives from the principal and assistant principal.	Behavioral Support Program	08/15/2016	12/15/2017	\$1000	S. Glenn, L. Covington, J. Banta, R. Williams, PBIS committee members

Comprehensive School Improvement Plan

Blake Elementary

Instructional Rigor	Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington
i-Ready Common Core	PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Technology	08/15/2016	12/15/2017	\$1500	All teachers, S. Glenn, L. Covington, K. King, S. Scott
ELA Data Binders	Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), as well as DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington
ELA MAP Testing	MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, F. Jackson, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Professional Development Opportunities	Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$5000	teacher leaders, all teachers, S.Glenn, L.Covington, K.King, S. Scott
myON	Students will use myON, a personalized literacy environment, that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Teachers will monitor students' use of the program and growth in literacy.	Academic Support Program	01/09/2017	12/15/2017	\$1000	All teachers, S.Scott, K.King, L.Covington, S.Glenn
Field Day	Students participate in a variety of activities throughout the day. They learn the importance of team work and staying physical fit.	Behavioral Support Program, Academic Support Program	01/02/2017	12/15/2017	\$0	All teachers, H.O'Bryan, J.Banta, PTA, Administration
Connecting Writing to ELA Learning	Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in Reading Notebooks or binders during reading instruction.	Academic Support Program	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington
mYON and MAP	<p>myON is a personalized literacy environment that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Together, these components power a Literacy Ecosystem that is built upon five pillars: Personalization, Unparalleled Content, Unlimited Access, Collaboration and Success.</p> <p>MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.</p>	Academic Support Program	12/12/2016	12/15/2017	\$1000	All teachers, K.King, S.Scott, S.Glenn, L.Covington

Comprehensive School Improvement Plan

Blake Elementary

Weekly PLC Meetings with Goal Clarity Coach	Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Journeys, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington
Teaching Mathematics Professional Development Opportunities	Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Academic Support Program, Professional Learning	08/01/2016	12/15/2017	\$5000	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington
MTSS and Standards-Based Interventions	All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington
Morning Meeting/Social Skills	As a proactive approach, beginning in January 2017, homeroom teachers will begin the school day with classroom-based morning meetings. The meetings provide students with opportunities to build classroom community and review classroom expectations. Teachers will incorporate social-skills lessons that include role-playing, practicing self-monitoring and self-regulation.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, J. Banta, A. Murphy, R. Williams, M. O'Neal, all homeroom teachers
Professional Growth Plans and Student Growth Goals	The TPGES Implementation Team will guide teachers and other professionals in completing ongoing self-reflection. Teacher's Professional Growth Plans will reflect areas of need as determined by K-PREP academic data and other factors that might impact student performance.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	TPGES Implementation Team, all teachers, Primary Coach, Goal Clarity Coach, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Eureka Math Professional Development	Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, as well as based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program, Professional Learning	08/01/2016	12/15/2017	\$2500	All homeroom teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS, ELL and ECE teachers
Gallery Walk	A Gallery Walk that integrates different components of Arts and Humanities combined with grade-level content. Students work will be displayed throughout Blake Elementary. Parents, community members, and all stakeholders are invited to attend and participate in the gallery walk. The activity will mirror what participants in a real art gallery would do when viewing an artist's work.	Academic Support Program	08/15/2016	12/15/2017	\$0	D. Blankenship, homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta
Common Team Planning	Teachers in all grade levels will plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington
Embedded Professional Development	Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington
mYON	Students in grades K-5 will use myON, a personalized literacy environment that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics so teachers can monitor activity and growth.	Academic Support Program	01/02/2017	12/15/2017	\$1000	Homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Alignment of Curriculum	Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington
Observation and Feedback	The observation process will be used as one source of evidence to determine educator effectiveness, that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice to certified staff. Administration will focus observations in areas of priority based on data from K-PREP.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington
Perfect Attendance, Honor Roll, and Improvement Incentives for Students	Students on the Honor Roll, those with perfect attendance, as well as students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance card outside their classroom on the days where this goal is achieved. The school also recognizes a Student of the Month from every classroom, and their pictures and certificates hang on a bulletin board in the main hallway, along with a monthly perfect attendance poster.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$3000	S. Glenn, L. Covington, R. Williams, C. O'Banion, J. Banta, P. Fitzgerald, all teachers
MAP Math	All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP Testing is a computer adaptive interim assessment for math. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Small Group Reading Instruction/Focus Groups	In addition to daily core instruction in reading, students will receive small group instruction in focus groups based on their needs. Teachers will use the results of formative assessments, Bellarmine Literacy assessments (PAT, DSA, TOWRE-2), CASCADE reports, running records, and observations of students to determine their needs for focus groups, and plan instruction according to individual students' needs. Teachers will confer with students periodically about their reading goals and progress toward meeting those goals, and provide specific and timely feedback to students on their strengths, areas needing improvement, and strategies to improve. Students who have mastered standards will receive enrichment activities while struggling students will receive interventions. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington
Novice Reduction Team	A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program, Professional Learning	10/17/2016	12/15/2017	\$0	N. Sajko, A. Snawder, M. Culver, S. Glenn, L. Covington
Embedded Professional Development	Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington
Math Map Testing	MAP Testing is a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Comprehensive School Surveys & Two Way Communication Between Parents and School	Annually, students, parents, and staff are given a survey to determine their perceptions of school climate, teaching and learning at Blake. Results are analyzed by the faculty and shared with stakeholders, including PTA and SBDM. Data is used to inform decision-making and make adjustments as necessary for improvement. An annual Title I meeting is held at the beginning of every year to inform parents about our Title I budget, programs, and parent involvement opportunities. Back-to-school orientations and an open-house held in September, are held each year, as well as scheduled conference days, so parents can be informed about students' learning progress, and parents can provide input. We also hold two or more PTA meetings each year, where parents have the opportunity to hear about student achievement and our CSIP. Our school website and teacher newsletters keep parents informed about what students are learning, school policies, special events. We also send home frequent school communications each week in a Wednesday Folder, so parents can review their child's graded papers, flyers, and newsletters. A parent newsletter is written every month by the principal.	Policy and Process	08/15/2016	12/15/2017	\$100	All teachers, S. Glenn, L. Covington, R. Williams, J. Banta
Weekly PLC Meetings with Goal Clarity Coach	Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ECE and ELL teachers, K. King, S. Scott, S. Glenn, L. Covington
i-Ready Common Core ELA	PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	08/15/2016	12/15/2017	\$0	F. Jackson, K. King, S. Glenn, L. Covington
Reflex Math	Teachers will ensure that students in grades 2-5 use Reflex math, to helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Results will be monitored and students' progress in Reflex will be recognized.	Academic Support Program	09/05/2016	12/15/2017	\$1000	F. Jackson, K. King, S. Scott, all 2-5 grade teachers
Math MAP Testing	Students in grades 2-5 will use MAP Testing, a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	F. Jackson, K. King, S. Scott, S. Glenn, L. Covington, ELL and ECE teachers, all homeroom teachers

Comprehensive School Improvement Plan

Blake Elementary

MAP Assessment for Reading and Language Usage	All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000	All 2nd-5th grade teachers, K. King, S. Scott, S. Glenn, L. Covington, F. Jackson
On-Demand Writing Prompts	Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150	all teachers, S. Glenn, L. Covington, K. King, S. Scott
Total					\$30850	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compassionate Schools Project	Blake Elementary was chosen to participate in a two year program called Compassionate Schools Project. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years. Our students attend Compassionate Schools Project class twice weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0	Compassionate Schools Project teachers, Compassionate Schools Project support staff and PLCs, S. Glenn, L. Covington
Honor Roll/Perfect Attendance, Improvement Incentive	Honor roll, perfect attendance, students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance chart outside their classroom on the days where this goal is achieved. PTA also recognizes our students with a banner hanging in the main hallway.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, R. Williams, K. King, S. Scott, J. Banta

Comprehensive School Improvement Plan

Blake Elementary

Kindergarten Readiness Kickoff	A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers
Team Literacy Planning	Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Professional Learning	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott, Reading Recovery, ESS
Comprehensive Literacy Plan	The 2016-2017 Comprehensive School Wide Literacy Plan outlines the writing and language standards required for each grade level. Teachers will spend at least 30 minutes a day on writing instruction, in addition to the integration of writing in other content areas. Teachers will provide models of proficient writing, and demonstrate how to write effectively to students. Rubrics and high-quality writing pieces will be provided to students, as well as student self-evaluation practices, peer feedback, and teacher feedback for strengthening their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, ILT, all teachers
Integration with Content	Teachers design instruction and incorporate elements of the arts during reading and social studies. Many grades focus on genres of reading, including poetry and drama. While addressing these standards, teachers will allow students opportunities to use reader's theatre, historical simulations, intentional lessons about the cultural importance of dance and music from historical and modern day perspectives. Students also have the opportunity to participate in our drama and dance clubs offered after school.	Academic Support Program	08/15/2016	12/15/2017	\$0	All homeroom teachers, D. Blankenship, S. Glenn, L. Covington, R. Williams
Student Support Intervention Team	Our Student Support Intervention Team is readily available for teachers when students require immediate, Tier III behavior support. The goal of the team is to minimize the loss of instruction time while providing students with individualized reinforcement. The team meets at least monthly to discuss students in need of intense support and how to best meet their needs. The team consists of our principal, assistant principal, Student Success Coach, mental health counselor, Family Resource and Youth Services Coordinator, and guidance counselor.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, R. Williams, J. Banta, A. Murphy, M. O'Neal

Comprehensive School Improvement Plan

Blake Elementary

Writing in Social Studies Content Area	Students will write in social studies notebooks on a consistent basis to deepen their understanding of content. They will write to demonstrate their learning of social studies concepts during lessons taught.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S.Glenn, L.Covington
Common Assessments to Monitor Student Achievement	Teachers will create common formative assessments connected to the unit of study in social studies to monitor student achievement. The results will be used to design instruction for re-teaching and to create focus groups for students who are not meeting the standards. The process will provide students with specific and timely feedback about their learning. Teachers will utilize their reading block to ensure students have access to social studies content in an authentic setting.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington,
Parent Feedback and Input to the School	An annual Title I Parent Involvement meeting is held each fall at Open House, where parents are informed about Title I funds used at our school, and asked to become involved. A PAC representative is chosen each year, as well as SBDM parent representatives and parents/guardians as PTA Board members. Parents, grandparents, and guardians are also actively sought for volunteer opportunities in the classroom as well as on committees and for special events put on by the PTA. Parents are encouraged to give input and feedback to the school through Comprehensive School Surveys, Title I Parent Compact, Parent-Teacher Conference Days, PTA meetings, and SBDM.	Parent Involvement	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, R. Williams, K. King, J. Banta, A. Murphy, all teachers
Student Data Binders	Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ESS, Reading Recovery

Comprehensive School Improvement Plan

Blake Elementary

Attendance Monitoring	District procedures are followed to monitor student attendance and ensure that it is reported accurately. The school's FRYSC, attendance clerk, and school social worker meet monthly to discuss students with high numbers of absences or tardies. If students have high numbers of unexcused absences, phone calls are made to parents, letters are sent home, and home visits are made, according to District policy, in an effort to correct the problem. Our PTA recognizes students with perfect attendance monthly through a bulletin board. Students are also acknowledged at the end of every nine-weeks in a grade-level recognition ceremony.	Academic Support Program	08/15/2016	12/15/2017	\$0	All homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta, C. O'Banion, School Social Worker
Team Planning using KCAS Math Standards	Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
School-wide Free Breakfast and Lunch/Fresh Fruits and Vegetable Program	All students, regardless of financial need, are offered free breakfast and lunch every day. The goal is to provide students with healthy food options, therefore increasing student stamina and attendance. Students are also provided fresh fruits and vegetables three days a week as an afternoon snack. Teachers share nutrition information and facts about foods that students may not have access to frequently, such as pomegranates, mangos, brussels spouts, blood oranges, etc.	Behavioral Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, B. Smith, J. Banta
Connecting Writing with Mathematics Learning	Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
UL DREAM Cohort	Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	10/05/2015	12/15/2017	\$0	A. Snawder, M. Culver, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Team Planning with KCAS Mathematics	Teachers in all grade levels will plan math lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ECE and ELL teachers, S. Scott, K. King, S. Glenn, L.Covington
On-Demand Writing	Teachers will work collaboratively to plan on demand writing instruction in KCAS ELA writing standards and analyze student work samples. The ILT will develop a systematic, school-wide on-demand writing plan. The process will schedule narrative, explanatory/informative, and opinion on-demand prompts that teachers will facilitate in the classroom. Teachers will use the prompts to formatively assess students, using the data to plan intentional, standards-based writing lessons designed to improve students' ability to write.	Academic Support Program	08/15/2016	12/15/2017	\$0	Team Leaders, S. Glenn, L. Covington
Arts 5 x 5 Grant	A variety of arts experiences are provided through the utilization of the Arts 5 x 5 grant. Students get to attend professional plays and musical experiences at different local theatre companies. We also have artists-in-residence that provide instruction in our classrooms.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, P. Fitzgerald, S. Glenn, L. Covington, D. Blankenship
Math Data Binders	Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
Connecting Writing with Mathematics Learning	Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers will provide students with timely and effective feedback.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L.Covington
Reading Using Social Studies Trade Books and Periodicals	Teachers will use trade books with social studies related content while planning and teaching reading, to allow for additional exposure to information about social studies throughout the school day. Teachers will use Social Studies Weekly, Kentucky Studies Weekly, Weekly Reader, Story Works and/or Time for Kids as well as as various informational reading resources. In addition, Journeys texts related to social studies content are used throughout the school year.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Comprehensive School Improvement Plan

Blake Elementary

Student and Family Support Services	Our teachers are intentional about building relationships with their students beginning with the first day of school. The teachers work closely with our FRYSC, principal, assistant principal, school guidance counselor, ECE teachers, ELL teachers, ECE and ELL consulting teachers, school psychologist, school-based Seven Counties therapist, occupational therapist, mental health counselor and speech therapist to communicate about the special needs of our students and families, and provide needed services to remove barriers to learning and promote success in school. Our Parent Advisory Council (PAC) member attends district meetings and works with our FRYSC to provide support and involvement for families.	Behavioral Support Program, Parent Involvement	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, R. Williams, J. Banta, L. Scott, M. O'Neal, A. Murphy, M. Cohen, ECE teachers, ELL teachers
Technology Use for Social Studies Content	Teachers and students will utilize educational web sites, video clips, and PowerPoint slideshows from Discovery Education, JCPS curriculum links, iPads, and other Internet sites to enhance instruction in social studies content. In addition, teachers will use Journeys curriculum to connect social studies content through close reading opportunities and leveled readers. Students also have access to all text via e-books provided.	Technology, Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
Standards-Based Focus Groups	The results of teacher-designed common formative assessments and district social studies proficiency assessments will be used periodically to create focus groups for students who need additional help to master standards.	Academic Support Program	08/15/2016	12/15/2017	\$0	Teachers, S. Glenn, L. Covington
Student Data Binders	Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Math Data Binders	Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington
U of L DREAM Math Cohort	Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	11/04/2015	12/15/2017	\$0	M. Culver, A. Snawder, S. Glenn, L. Covington
Use of Models, Graphic Organizers and Rubrics for Proficient Work	Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
Small Group Reading Instruction and Focus Groups	All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. In addition to daily flexible reading group instruction, MTSS will be fully implemented and Tier 2 and Tier 3 students will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented, following the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School Wide Literacy Plan.	Academic Support Program	09/01/2015	12/16/2016	\$0	All teachers, S. Glenn, L. Covington, S. Scott, K. King, Reading Recovery, ESS
Math Progress Monitoring	All students' progress toward meeting math benchmarks will be monitored throughout the school year through common assessments. MTSS will be implemented and students identified as Tier II or Tier III will receive prescribed math interventions. Standards-based math focus groups, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the KCAS standards for each grade group. All teachers will track student progress using disaggregated data, and work with students to self-monitor their progress. Goal-setting with students will occur before each district math assessment and students will be provided with specific and timely feedback about their learning by their teachers. (SB168 requirement)	Academic Support Program	09/05/2016	12/15/2017	\$0	S. Glenn, L. Covington, S. Scott, K. King, ESS, all homeroom teachers, ELL and ECE teachers

Comprehensive School Improvement Plan

Blake Elementary

Math Professional Development	Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, and based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments, and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend, and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott
JCPS/Bellarmino Literacy	60% of teachers in grades K-3, ECE, ESL, as well as our primary coach, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Bellarmine Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers in order to allow for continuous feedback and improvement.	Academic Support Program, Professional Learning	08/15/2016	12/15/2017	\$0	G. Clements, O. Hust, P. Monhollon, N. Sajko, B. Griffith, J. Filer, S. Scott, A. Amburgey, S. Glenn
Writing Wall of Fame and Publication of Student Writing	Teachers will choose one student's exemplary writing piece per classroom to be published and on display in a frame on the "Writing Wall of Fame" in the main hallway, for everyone to read and enjoy. Administrators and resource teachers will collaborate to write the monthly prompts.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, ILT
Independent Reading in Gym	The gym will be open for students to read each morning from 8:30-9:00 a.m. All students in grades 1-4 will choose books from book baskets and read independently each morning as soon as they arrive at school until it is time for the school day to begin. Staff members are assigned to the gym to supervise students, ensure they are reading, and award them "Blake Book Bucks" as an incentive. When students earn 10 "Book Bucks," they may choose their own new book to take home and keep from the principal's book shelf. Fiction and non-fiction titles are kept in book baskets and updated frequently to ensure students have choice and variety in what they are reading.	Academic Support Program	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, A. Murphy, J. Banta, S. Scott, M. O'Neal
Social Studies Vocabulary Instruction	Teachers will instruct students in the meaning of vocabulary words from social studies core content. They will utilize Journeys articles and reading passages to reinforce social studies vocabulary in an authentic setting. Students will read and write about historical, geographical, and current event topics while using the vocabulary words.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, S. Scott, K. King

Comprehensive School Improvement Plan

Blake Elementary

Two-Way Communication Between School and Families	All students will have a school communication folder that is sent home each Wednesday with communications from the school. Classroom newsletters will be sent home weekly, to keep parents informed of school happenings and let them know what their students are learning. Teachers call parents when needed to communicate students' progress academically and behaviorally. Parents are encouraged to communicate with teachers through notes in students' folders, agendas, and e-mail. Parents may request a conference at any time throughout the year, and there are also two days set aside for the sole purpose of parent-teacher conferences. The FRC Coordinator and principal communicate with parents frequently through school newsletters, Facebook, Twitter, Instagram, and One Call Now automated dialing system. Our PTA also sends newsletters and flyers home at regular intervals to keep parents informed about special events at school.	Parent Involvement	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, R. Williams, J. Banta, all teachers
Arts and Humanities	All students, K-5, attend Arts and Humanities as a special area weekly. Students participate in various activities including music (the different elements, playing musical instruments), arts (the different elements, creation, critique, display), and drama. Students will have opportunities to organize, practice, and present their elements of creation in a variety of settings.	Academic Support Program	08/15/2016	12/15/2017	\$0	D. Blakenship
E-books and iPads	Our school library has many e-book titles, many of which have unlimited licenses, so several students can access them simultaneously at school or at home. The books are highly motivating to students, and a variety of genres, age-levels and interests are represented, including a large amount of informational non-fiction books with science, social studies, math, and writing content. In addition, all grade levels have implemented Journeys as their core reading curriculum. Journeys provides leveled e-books for listening centers and students reading below grade level. SMARTBoards and iPads will be used in the library and in classrooms to access e-books and other lessons offered through Journeys. Teachers also utilize a variety of reading websites in the classrooms, and students are able to access them at home.	Technology	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, E. Freeman, all teachers, S. Scott, K. King
Student Data Spreadsheet	Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS

Comprehensive School Improvement Plan

Blake Elementary

Writing in Reading Content Area	Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers will provide students with timely and effective feedback in how to improve their writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0	All teachers, S.Glenn, L.Covington, K.King, S.Scott, Reading Recovery, ESS
Writing Alignment, Integration, and Analysis	Periodically throughout the school year, teachers will meet in horizontal teams to align curriculum in KCAS ELA writing standards, and discuss what is being taught in writing at every grade level. Teachers will assess their teaching of writing standards and determine priority needs for professional development. Student samples of writing will be analyzed according to district rubrics so that next steps for instruction can be planned. All students will have working Writing Portfolios outlined by state standards that show growth over time and evidence of peer and teacher feedback that students have used to improve their writing pieces. Writing content will be integrated across the content areas.	Professional Learning	08/15/2016	12/15/2017	\$0	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ILT
Technical Assistance with Implementation of Improvement Strategies	JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0	S. Glenn, L. Covington, R. Williams
Weekly PLC Meetings with Goal Clarity Coach	Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Jump Rope for Heart	Students participate in Jump Rope for Heart to demonstrate the importance of being physically fit. The students dance, jump rope and run for our Jump Rope for Heart fundraiser.	Behavioral Support Program, Academic Support Program	01/02/2017	12/15/2017	\$0	H.O'Bryan, J.Banta
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Resources-Journeys Reading	Our school will use 100% of the Instructional Resources (textbook) within two years to support students' access to high-quality standards-based resources.	Academic Support Program	08/15/2016	12/15/2017	\$15565	S. Glenn, L. Covington, Teachers, SBDM
Total					\$15565	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Health Education	Students engage in the importance of health education throughout the instructional day and in Compassionate Schools Project. Health education is integrated in lessons through ELA, social studies, and science curriculum. Students also participate in the Fresh Fruit and Vegetable Program three times a week where they experience a variety of fruits and vegetables and learn specific facts about each.	Behavioral Support Program, Academic Support Program	08/15/2016	12/15/2017	\$0	CSP teachers, Arts and Humanities teacher, all homeroom teachers, cafeteria staff
Compassionate Schools Project	All students attend Compassionate Schools Project class twice a week. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years.	Behavioral Support Program, Academic Support Program	08/15/2016	12/15/2017	\$0	CSP teachers, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Integration of Social Studies in Arts and Humanities, Writing, and Practical Living	Teachers design instruction that incorporates social studies perspectives and themes throughout other content areas. They use Reader's Theater plays, artists-in-residence, historical simulations, incorporate drama, music, and dance with the study of colonial times.	Academic Support Program	08/15/2016	12/15/2017	\$2100	All teachers, S.Glenn, L.Covington, D.Blakenship
Total					\$2100	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Focus Groups	A targeted group of Tier II students will work with instructors twice weekly, from 8:30 a.m. to 9:00 a.m. Using PARCC's Ready Common Core, students will receive standards-based math instruction specific to their need as determined using Eureka Math exit slips, Mid-Module and End-of-Module assessments, and district diagnostics and proficiencies.	Academic Support Program	01/09/2017	12/15/2017	\$10000	S. Glenn, L. Covington, K. King, S. Scott
Total					\$10000	

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

Blake Elementary

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

Blake Elementary

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

Blake Elementary

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

Blake Elementary

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:

By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP .

Strategy1:

Math Interventions - Teachers will Identify Tier II and Tier III students who are in need of standards-based math interventions using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies. Small-group instruction will be provided by classroom teachers, interventionists, instructional assistants, and/or retired teachers. Teachers will develop a plan of action to support mathematics growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, Stiggins, MTSS

Activity - U of L DREAM Math Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	11/04/2015	12/15/2017	\$0 - No Funding Required	M. Culver, A. Snawder, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, as well as based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program Professional Learning	08/01/2016	12/15/2017	\$2500 - General Fund	All homeroom teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS, ELL and ECE teachers

Strategy2:

Professional Development Opportunities - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, MTSS

Activity - Teaching Mathematics Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Professional Learning Academic Support Program	08/01/2016	12/15/2017	\$5000 - General Fund	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0 - General Fund	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Novice Reduction Team/Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King

Measurable Objective 2:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Instructional Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - JCPS/Bellarmino Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some teachers in grades K-3, ECE, and ESL, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers to allow for continuous feedback and improvement.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - District Funding	G. Clements, O. Hust, J. Filer, A. Amburgey, P. Monhollon, N. Sajko, B. Griffith, S. Scott

Strategy2:

Professional Development - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Blake Elementary

Research Cited: DuFour, KCAS, MTSS

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600 - General Fund	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$5000 - General Fund	teacher leaders, all teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Novice Reduction Team and Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King

Goal 2:

By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction.

Measurable Objective 1:

collaborate to reach 36% of third, fourth, and fifth grade GAP students to meet Novice Reduction Targets in English Language Arts by 05/24/2017 as measured by K-PREP..

Strategy1:

Comprehensive School Improvement Plan

Blake Elementary

ELA Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited:

Activity - ELA Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), as well as DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Journeys, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Connecting Writing with ELA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers provide students with timely and effective feedback.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Common Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 2:

collaborate to reach 30% of 3rd, 4th, and 5th grade GAP students to meet Novice Reduction Targets in Mathematics by 05/24/2017 as measured by K-PREP..

Strategy1:

Math Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins, Solution Tree

Activity - Math MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP Testing is a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	F. Jackson, K. King, S. Scott, S. Glenn, L. Covington, ELL and ECE teachers, all homeroom teachers

Activity - Team Planning with KCAS Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels plan math lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, ECE and ELL teachers, S. Scott, K. King, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflex helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Key Reflex features: Adaptivity and individualization. Reflex continuously monitors each student's performance to create the optimal experience for every child. Intuitive and powerful reporting. Educators have everything they need to easily monitor and support student progress in Reflex. Anytime, anywhere access. Students can build fluency with Reflex anywhere there is an Internet connection. Fun! Reflex is game-based and highly motivational so students enjoy the learning process. Outstanding results. Students of all ages and ability levels make great gains with Reflex.	Academic Support Program	09/05/2016	12/15/2017	\$1000 - General Fund	F. Jackson, K. King, S. Scott, all 2-5 grade teachers

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ECE and ELL teachers, K. King, S. Scott, S. Glenn, L. Covington

Goal 3:

By 2019, students will meet the 2018-2019 delivery targets.

Comprehensive School Improvement Plan

Blake Elementary

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development - Instructional staff will participate in embedded professional development, as well as before or after school training, to strengthen their understanding of KCAS ELA standards and research-based instructional strategies in reading. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct eWalk walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - UL DREAM Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	10/05/2015	12/15/2017	\$0 - No Funding Required	A.Snowder, M.Culver, S.Glenn, L.Covington

Strategy2:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Team Planning using KCAS Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Technical Assistance with Implementation of Improvement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

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

Goal 1:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Communication with Families - The strategy will involve multiple modes of communication with families to ensure that parents and guardians feel connected to the school and engaged in their child's education.

Category: Stakeholder Engagement

Research Cited: Effective Schools Research

Activity - Two-Way Communication Between School and Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a school communication folder that is sent home each Wednesday with communications from the school. Classroom newsletters will be sent home weekly, to keep parents informed of school happenings and let them know what their students are learning. Teachers call parents when needed to communicate students' progress academically and behaviorally. Parents are encouraged to communicate with teachers through notes in students' folders, agendas, and e-mail. Parents may request a conference at any time throughout the year, and there are also two days set aside for the sole purpose of parent-teacher conferences. The FRC Coordinator and principal communicate with parents frequently through school newsletters, Facebook, Twitter, Instagram, and One Call Now automated dialing system. Our PTA also sends newsletters and flyers home at regular intervals to keep parents informed about special events at school.	Parent Involvement	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, all teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Parent Feedback and Input to the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An annual Title I Parent Involvement meeting is held each fall at Open House, where parents are informed about Title I funds used at our school, and asked to become involved. A PAC representative is chosen each year, as well as SBDM parent representatives and parents/guardians as PTA Board members. Parents, grandparents, and guardians are also actively sought for volunteer opportunities in the classroom as well as on committees and for special events put on by the PTA. Parents are encouraged to give input and feedback to the school through Comprehensive School Surveys, Title I Parent Compact, Parent-Teacher Conference Days, PTA meetings, and SBDM.	Parent Involvement	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, K. King, J. Banta, A. Murphy, all teachers

Strategy2:

School-Wide Reading Beyond the School Day - Before school begins each day, Blake students in grades K-5 will read books either independently or with a "Reading Buddy" as soon as they arrive or eat breakfast, until it is time to be dismissed to their classrooms. This extension of the school day will ensure all students are reading each day, utilizing books in book baskets for each class. Staff members will supervise students each morning to ensure they are reading, and offer "Book Bucks" for students who consistently read, so they can buy a book of their choice from the principal's bookshelf to keep.

Category: Learning Systems

Research Cited: Erwin, Wong

Activity - Independent Reading in Gym	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The gym will be open for students to read each morning from 8:30-9:00 a.m. All students in grades 1-4 will choose books from book baskets and read independently each morning as soon as they arrive at school until it is time for the school day to begin. Staff members are assigned to the gym to supervise students, ensure they are reading, and award them "Blake Book Bucks" as an incentive. When students earn 10 "Book Bucks," they may choose their own new book to take home and keep from the principal's book shelf. Fiction and non-fiction titles are kept in book baskets and updated frequently to ensure students have choice and variety in what they are reading.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S.Glenn, L.Covington, A.Murphy, J.Banta, S.Scott, M.O'Neal

Strategy3:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Team Literacy Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K.King, S. Scott, Reading Recovery, ESS

Activity - Kindergarten Readiness Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers

Activity - Small Group Reading Instruction and Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. In addition to daily flexible reading group instruction, MTSS will be fully implemented and Tier 2 and Tier 3 students will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented, following the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School Wide Literacy Plan.	Academic Support Program	09/01/2015	12/16/2016	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, S. Scott, K. King, Reading Recovery, ESS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ESS, Reading Recovery

Activity - JCPS/Bellarmino Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
60% of teachers in grades K-3, ECE, ESL, as well as our primary coach, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Bellarmine Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers in order to allow for continuous feedback and improvement.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	G. Clements, O. Hust, P. Monhollon, N. Sajko, B. Griffith, J. Filer, S. Scott, A. Amburgey, S. Glenn

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers will provide students with timely and effective feedback in how to improve their writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, Reading Recovery, ESS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Literacy Night will be held for students and their parents or guardians, in order to engage families in meaningful ways. Teachers will organize stations for parents to attend with their students, and provide effective strategies and materials that parents and students may use at home together. Families will provide feedback on the effectiveness of Literacy Night through the use of a survey. In the fall, winter, and spring, parents will receive a report about their students' DRA2 reading level, Bellarmine Literacy assessment results, areas of strength, and areas needing improvement in reading. (SB168 requirement)	Parent Involvement	08/15/2016	12/15/2017	\$1300 - Title I Schoolwide	All teachers, S. Glenn, L.Covington, K.King, J.Banta, R. Williams, S. Scott, Reading Recovery

Strategy4:

Student Recognition for Achievements - Students receive recognition for a variety of academic achievements throughout the year, including performance and growth on reading, math, science, writing, and social studies assessments, for exhibiting good citizenship and behavior, for performance on K-PREP, and for having excellent school attendance. We hold grade-level recognition ceremonies after every grading period. Our staff continually thinks of new and creative ways to recognize and motivate students to encourage them to do well. Additionally, staff members review individual assessment data with students to help them reflect on their successes and set goals for future achievement. (SB168 requirement)

Category: Stakeholder Engagement

Research Cited: DuFour, Stiggins

Activity - PBIS "Paws of Praise"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Positive Behavior Intervention Systems (PBIS) Team meets once a month to develop ways to increase positive student behavior and create systems for doing so. The "Paws of Praise" system enables staff members to reward students with red paw print tickets for being safe, being responsible, and being respectful. Administrators, special area teachers, and behavior coaches distribute "golden paw print" tickets when the entire class is exhibiting these behaviors. Teachers collect tickets in a jar after students write their names on them, and one name is drawn each Friday for recognition and incentives from the principal and assistant principal.	Behavioral Support Program	08/15/2016	12/15/2017	\$1000 - General Fund	S. Glenn, L. Covington, J. Banta, R. Williams, PBIS committee members

Activity - Perfect Attendance, Honor Roll, and Improvement Incentives for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students on the Honor Roll, those with perfect attendance, as well as students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance card outside their classroom on the days where this goal is achieved. The school also recognizes a Student of the Month from every classroom, and their pictures and certificates hang on a bulletin board in the main hallway, along with a monthly perfect attendance poster.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$3000 - General Fund	S. Glenn, L. Covington, R. Williams, C. O'Banion, J. Banta, P. Fitzgerald, all teachers

Comprehensive School Improvement Plan

Blake Elementary

Strategy5:

Technology Use for Reading - Students will use technology to read interactive books and articles online, further enhancing their desire to read by combining their desire for knowledge and enjoyment with their love of 21st Century technology skills.

Category: Continuous Improvement

Research Cited: Erwin

Activity - MAP Assessment for Reading and Language Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All 2nd-5th grade teachers, K. King, S. Scott, S. Glenn, L. Covington, F. Jackson

Activity - myON	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use myON, a personalized literacy environment, that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Teachers will monitor students' use of the program and growth in literacy.	Academic Support Program	01/09/2017	12/15/2017	\$1000 - General Fund	All teachers, S.Scott, K.King, L.Covington, S.Glenn

Activity - E-books and iPads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school library has many e-book titles, many of which have unlimited licenses, so several students can access them simultaneously at school or at home. The books are highly motivating to students, and a variety of genres, age-levels and interests are represented, including a large amount of informational non-fiction books with science, social studies, math, and writing content. In addition, all grade levels have implemented Journeys as their core reading curriculum. Journeys provides leveled e-books for listening centers and students reading below grade level. SMARTBoards and iPads will be used in the library and in classrooms to access e-books and other lessons offered through Journeys. Teachers also utilize a variety of reading websites in the classrooms, and students are able to access them at home.	Technology	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, E. Freeman, all teachers, S. Scott, K. King

Measurable Objective 2:

55% of Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Writing by 05/24/2017 as measured by KPREP .

Comprehensive School Improvement Plan

Blake Elementary

Strategy1:

Team Meetings to Plan Instruction - Teachers will meet weekly in teams to design writing instruction based on KCAS ELA reading, writing, and language standards using JCPS curriculum maps and writing resources. They will use scoring rubrics provided by JCPS and help students create rubrics themselves for self-assessment. They will analyze student work samples to determine understanding. Students will experience the three types of writing and will work through the stages of the writing process.

Category: Continuous Improvement

Research Cited: DuFour, Calkins

Activity - Writing Alignment, Integration, and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodically throughout the school year, teachers will meet in horizontal teams to align curriculum in KCAS ELA writing standards, and discuss what is being taught in writing at every grade level. Teachers will assess their teaching of writing standards and determine priority needs for professional development. Student samples of writing will be analyzed according to district rubrics so that next steps for instruction can be planned. All students will have working Writing Portfolios outlined by state standards that show growth over time and evidence of peer and teacher feedback that students have used to improve their writing pieces. Writing content will be integrated across the content areas.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ILT

Activity - Comprehensive Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2016-2017 Comprehensive School Wide Literacy Plan outlines the writing and language standards required for each grade level. Teachers will spend at least 30 minutes a day on writing instruction, in addition to the integration of writing in other content areas. Teachers will provide models of proficient writing, and demonstrate how to write effectively to students. Rubrics and high-quality writing pieces will be provided to students, as well as student self-evaluation practices, peer feedback, and teacher feedback for strengthening their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, ILT, all teachers

Activity - Writing Wall of Fame and Publication of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose one student's exemplary writing piece per classroom to be published and on display in a frame on the "Writing Wall of Fame" in the main hallway, for everyone to read and enjoy. Administrators and resource teachers will collaborate to write the monthly prompts.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, ILT

Comprehensive School Improvement Plan

Blake Elementary

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan on demand writing instruction in KCAS ELA writing standards and analyze student work samples. The ILT will develop a systematic, school-wide on-demand writing plan. The process will schedule narrative, explanatory/informative, and opinion on-demand prompts that teachers will facilitate in the classroom. Teachers will use the prompts to formatively assess students, using the data to plan intentional, standards-based writing lessons designed to improve students' ability to write.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, S. Glenn, L. Covington

Measurable Objective 3:

55% of Fifth grade students will demonstrate a proficiency in the Core Content Social Studies Standards in Social Studies by 05/24/2017 as measured by KPREP .

Strategy1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Technology Use for Social Studies Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational web sites, videoclips, and PowerPoint slideshows from Discovery Education, JCPS curriculum links, iPads, and other Internet sites to enhance instruction in social studies content. In addition, teachers will use Journeys curriculum to connect social studies content through close reading opportunities and leveled readers. Students also have access to all text via e-books provided.	Academic Support Program Technology	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Activity - Reading Using Social Studies Trade Books and Periodicals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use trade books with social studies related content while planning and teaching reading, to allow for additional exposure to information about social studies throughout the school day. Teachers will use Social Studies Weekly, Kentucky Studies Weekly, Weekly Reader, Story Works and/or Time for Kids as well as as various informational reading resources. In addition, Journeys texts related to social studies content are used throughout the school year.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Social Studies Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in the meaning of vocabulary words from social studies core content. They will utilize Journeys articles and reading passages to reinforce social studies vocabulary in an authentic setting. Students will read and write about historical, geographical, and current event topics while using the vocabulary words.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, S.Scott, K.King

Activity - Integration of Social Studies in Arts and Humanities, Writing, and Practical Living	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers design instruction that incorporates social studies perspectives and themes throughout other content areas. They use Reader's Theater plays, artists-in-residence, historical simulations, incorporate drama, music, and dance with the study of colonial times.	Academic Support Program	08/15/2016	12/15/2017	\$2100 - Other	All teachers, S.Glenn, L.Covington, D.Blakenship

Activity - Writing in Social Studies Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write in social studies notebooks on a consistent basis to deepen their understanding of content. They will write to demonstrate their learning of social studies concepts during lessons taught.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington

Measurable Objective 4:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Student Recognition for Math Achievements - Students will receive recognition for a variety of academic achievements throughout the year, including math achievement and growth toward proficiency. Teachers will set goals with students and discuss the results of assessments with them so they can monitor their own growth. Students who score proficient or distinguished on district math proficiency assessments will be recognized in the hallway on a bulletin board.

Category: Stakeholder Engagement

Research Cited: Stiggins, Jones

Activity - Honor Roll/Perfect Attendance, Improvement Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honor roll, perfect attendance, students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance chart outside their classroom on the days where this goal is achieved. PTA also recognizes our students with a banner hanging in the main hallway.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, R.Williams, K.King, S.Scott, J.Banta

Comprehensive School Improvement Plan

Blake Elementary

Strategy2:

Math Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as current math units and concepts being taught in the classroom. JCPS mathematics newsletters will be distributed to parents by classroom teachers, and content will be discussed at Open House and class newsletters. Parents will be encouraged to regularly review their child's homework and help their student through our Title I Parent Compact and SBDM homework policy. Math websites and resources for parents are linked to Blake's school website. Family Math Night will be held once a year for parents to learn about what math is being taught and strategies they can use to further help their student's growth in mathematics.

Category: Stakeholder Engagement

Research Cited: Wong, Title I

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once a year, Family Math Night will be held for students and their parents/guardians, in an effort to increase parental involvement and build strong partnerships with parents. Teachers will plan stations for students and parents to participate together. Parents will learn strategies to use at home so they can help their students improve in math achievement. Each team will collaborate to plan stations and parent activities. (SB168) In addition, mathematics newsletters and helpful strategies for parents to use with their children are distributed at regular intervals, as well as homework help for parents.	Parent Involvement	08/15/2016	12/15/2017	\$800 - Title I Schoolwide	S. Glenn, L. Covington, R. Williams, J. Banta, Math Committee

Strategy3:

Professional Development - Instructional staff will participate in embedded professional development, as well as before or after school training, to strengthen their understanding of KCAS ELA standards and research-based instructional strategies in reading. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct eWalk walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour

Comprehensive School Improvement Plan

Blake Elementary

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, and based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments, and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend, and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - UL DREAM Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	10/05/2015	12/15/2017	\$0 - No Funding Required	A.Snowder, M.Culver, S.Glenn, L.Covington

Strategy4:

Technology-Based Assessment and Instruction - Students will use technology to assess current progress and embed standards-based math instruction based on specific student need. It further enhances their desire to problem solve and apply strategies using 21st Century technology skills.

Category: Continuous Improvement

Research Cited: DuFour, Charles A. Dana Center, Achieve the Core

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP Testing is a computer adaptive interim assessment for math. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Strategy5:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and

Comprehensive School Improvement Plan

Blake Elementary

differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Activity - Team Planning using KCAS Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Technical Assistance with Implementation of Improvement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

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

Goal 1:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Kindergarten Readiness Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers

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

Goal 1:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Kindergarten Readiness Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers

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

Goal 1:

By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Measurable Objective 1:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Practical Living/Career Studies for Program Review. in Practical Living by 05/24/2017 as measured by the Practical Living/Career Studies Program Review rubric..

Strategy1:

Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Practical Living/Career Studies Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of practical living and career studies.

Category: Continuous Improvement

Research Cited:

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in the importance of health education throughout the instructional day and in Compassionate Schools Project. Health education is integrated in lessons through ELA, social studies, and science curriculum. Students also participate in the Fresh Fruit and Vegetable Program three times a week where they experience a variety of fruits and vegetables and learn specific facts about each.	Behavioral Support Program Academic Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, Arts and Humanities teacher, all homeroom teachers, cafeteria staff

Comprehensive School Improvement Plan

Blake Elementary

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students attend Compassionate Schools Project class twice a week. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years.	Academic Support Program Behavioral Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, S. Glenn, L. Covington

Activity - Jump Rope for Heart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in Jump Rope for Heart to demonstrate the importance of being physically fit. The students dance, jump rope and run for our Jump Rope for Heart fundraiser.	Behavioral Support Program Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	H.O'Bryan, J.Banta

Activity - Field Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in a variety of activities throughout the day. They learn the importance of team work and staying physical fit.	Behavioral Support Program Academic Support Program	01/02/2017	12/15/2017	\$0 - General Fund	All teachers, H.O'Bryan, J.Banta, PTA, Administration

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP .

Strategy1:

Math Interventions - Teachers will Identify Tier II and Tier III students who are in need of standards-based math interventions using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies. Small-group instruction will be provided by classroom teachers, interventionists, instructional assistants, and/or retired teachers. Teachers will develop a plan of action to support mathematics growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, Stiggins, MTSS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, as well as based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Professional Learning Academic Support Program	08/01/2016	12/15/2017	\$2500 - General Fund	All homeroom teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS, ELL and ECE teachers

Activity - Student Data Spreadsheet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS

Activity - Math Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP Testing is a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K.King, S.Scott, S.Glenn, L.Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Math Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Teachers will develop a plan of action to ensure growth for individual students. Teachers will pull standards-based intervention groups during math workshop after the core math lesson has been taught. Students in need of additional support will receive additional math interventions with a retired teacher (ESS) throughout the school week.	Academic Support Program	09/05/2016	12/15/2017	\$59200 - Title I Schoolwide	S. Glenn, L. Covington, all homeroom teachers, ESS, K. King, S. Scott

Activity - i-Ready and Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PARCC's i-Ready is a web-based technology math program utilized with Tier III students to provide an additional intervention in math and helps move students toward proficiency. All students in need of mathematics fluency practice utilize Reflex Math, another web-based application program, that builds fluency proficiency. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	09/04/2017	12/15/2017	\$3000 - General Fund	S. Glenn, L. Covington, F. Jackson, S. Scott, K. King, ESS

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting math benchmarks will be monitored throughout the school year through common assessments. MTSS will be implemented and students identified as Tier II or Tier III will receive prescribed math interventions. Standards-based math focus groups, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the KCAS standards for each grade group. All teachers will track student progress using disaggregated data, and work with students to self-monitor their progress. Goal-setting with students will occur before each district math assessment and students will be provided with specific and timely feedback about their learning by their teachers. (SB168 requirement)	Academic Support Program	09/05/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, S. Scott, K. King, ESS, all homeroom teachers, ELL and ECE teachers

Activity - U of L DREAM Math Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	11/04/2015	12/15/2017	\$0 - No Funding Required	M. Culver, A. Snawder, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Extended Learning Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A targeted group of Tier II students will work with instructors twice weekly, from 8:30 a.m. to 9:00 a.m. Using PARCC's Ready Common Core, students will receive standards-based math instruction specific to their need as determined using Eureka Math exit slips, Mid-Module and End-of-Module assessments, and district diagnostics and proficiencies.	Academic Support Program	01/09/2017	12/15/2017	\$10000 - Grant Funds	S. Glenn, L. Covington, K. King, S. Scott

Strategy2:

Professional Development Opportunities - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, MTSS

Activity - Teaching Mathematics Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Academic Support Program Professional Learning	08/01/2016	12/15/2017	\$5000 - General Fund	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0 - General Fund	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Novice Reduction Team/Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King

Measurable Objective 3:

53% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Writing by 05/24/2017 as measured by K-PREP .

Strategy1:

Writing Team Planning - Teachers will design instruction that is aligned with KCAS ELA writing standards and analyze student writing samples to determine understanding. They will use teacher and student-created rubrics with students and model the elements of writing by displaying proficient work from KDE released items, and classmates' writing using the document camera or multi-media projector. Students not meeting the standards will receive additional support through teacher and peer conferring with feedback. The writing workshop model will be used. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Use of Models, Graphic Organizers and Rubrics for Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K. King, S. Scott

Activity - On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150 - General Fund	all teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Measurable Objective 4:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Visual and Performing Arts for Program Review. in Art & Humanities by 05/24/2017 as measured by the Visual and Performing Arts Program Review rubric..

Strategy1:

Visual and Performing Arts Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Visual and Performing Arts Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of visual and performing arts at Blake Elementary.

Category: Continuous Improvement

Research Cited:

Activity - Gallery Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Gallery Walk that integrates different components of Arts and Humanities combined with grade-level content. Students work will be displayed throughout Blake Elementary. Parents, community members, and all stakeholders are invited to attend and participate in the gallery walk. The activity will mirror what participants in a real art gallery would do when viewing an artist's work.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	D. Blankenship, homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta

Activity - Arts 5 x 5 Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences are provided through the utilization of the Arts 5 x 5 grant. Students get to attend professional plays and musical experiences at different local theatre companies. We also have artists-in-residence that provide instruction in our classrooms.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, P. Fitzgerald, S. Glenn, L. Covington, D. Blankenship

Activity - Integration with Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers design instruction and incorporate elements of the arts during reading and social studies. Many grades focus on genres of reading, including poetry and drama. While addressing these standards, teachers will allow students opportunities to use reader's theatre, historical simulations, intentional lessons about the cultural importance of dance and music from historical and modern day perspectives. Students also have the opportunity to participate in our drama and dance clubs offered after school.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, D. Blankenship, S. Glenn, L. Covington, R. Williams

Comprehensive School Improvement Plan

Blake Elementary

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, K-5, attend Arts and Humanities as a special area weekly. Students participate in various activities including music (the different elements, playing musical instruments), arts (the different elements, creation, critique, display), and drama. Students will have opportunities to organize, practice, and present their elements of creation in a variety of settings.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	D. Blakenship

Measurable Objective 5:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Reading Interventions - Identified Tier II and Tier III students will participate in reading interventions according to the school's MTSS plan, designed to increase achievement in KCAS ELA Reading standards. At the beginning of each year, the intervention plan will be developed by the Instructional Leadership Team (ILT). Small group instruction will be provided by classroom teachers, interventionists, instructional assistants, and retired teachers, using leveled books, research-based programs, and Leveled Literacy Intervention System. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, MTSS, Mike Mattos (Solution Tree)

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - i-Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Technology	08/15/2016	12/15/2017	\$1500 - General Fund	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - mYON and MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>myON is a personalized literacy environment that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Together, these components power a Literacy Ecosystem that is built upon five pillars: Personalization, Unparalleled Content, Unlimited Access, Collaboration and Success.</p> <p>MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.</p>	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K.King, S.Scott, S.Glenn, L.Covington

Activity - MTSS and Standards-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$48800 - Title I Schoolwide	All teachers, S. Glenn, L. Covington, R. Williams, K. King, S. Scott

Strategy2:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Comprehensive School Improvement Plan

Blake Elementary

Activity - Small Group Reading Instruction/Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to daily core instruction in reading, students will receive small group instruction in focus groups based on their needs. Teachers will use the results of formative assessments, Bellarmine Literacy assessments (PAT, DSA, TOWRE-2), CASCADE reports, running records, and observations of students to determine their needs for focus groups, and plan instruction according to individual students' needs. Teachers will confer with students periodically about their reading goals and progress toward meeting those goals, and provide specific and timely feedback to students on their strengths, areas needing improvement, and strategies to improve. Students who have mastered standards will receive enrichment activities while struggling students will receive interventions. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Connecting Writing to ELA Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in Reading Notebooks or binders during reading instruction.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Instructional Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - JCPS/Bellarmino Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some teachers in grades K-3, ECE, and ESL, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers to allow for continuous feedback and improvement.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - District Funding	G. Clements, O. Hust, J. Filer, A. Amburgey, P. Monhollon, N. Sajko, B. Griffith, S. Scott

Strategy3:

Professional Development - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, KCAS, MTSS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600 - General Fund	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$5000 - General Fund	teacher leaders, all teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Novice Reduction Team and Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King

Strategy4:

School Safety/Discipline/Attendance/Health/Emotional Well Being - School staff and SBDM review the school's Safety/Emergency Plan at the beginning of every school year, and revisits it periodically throughout the year. Blake students regularly practice disaster drills, fire drills, and intruder lock-down drills. Blake's school-wide discipline plan was revised based on JCPS' Student Support and Behavior Intervention Handbook in August 2016. The plan is reviewed regularly to ensure effectiveness and includes the Implementation of PBIS systems and strategies as a proactive approach.

Our school has a Student Success Coach who mentors students, while teaching them social and self-help skills. In January 2017, our school will be adding an additional instructor that will support our Success Coach by providing Tier III behavior interventions, classroom management training for staff, and push-in collaboration during math instruction. Referral and disciplinary data are tracked by our Success Coach, administrative team, and the district for trends. Our Student Support Intervention Team is established and meets at least once a month to discuss data. Several staff members are trained in Safe Crisis Management and CPR. The school has a Health Room and school staff are trained to provide first aid and give medication to students each year. Our school guidance counselor provides a social skills and

Comprehensive School Improvement Plan

Blake Elementary

anti-bullying curriculum to students, as well as guidance and counseling when individual students need someone to talk to. Seven Counties and ABI school-based services are available at our school, in addition to the support provided by our full-time mental health counselor. Our Family Resource and Youth Services Coordinator (FRYSC) assists parents with counseling referrals, community resources, and other assistance as needed. Attendance is monitored monthly by the school clerk, FRYSC, and school social worker, and interventions are provided when needed.

Category: Stakeholder Engagement

Research Cited: Safe and Effective Schools Research, PBIS, MTSS

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District procedures are followed to monitor student attendance and ensure that it is reported accurately. The school's FRYSC, attendance clerk, and school social worker meet monthly to discuss students with high numbers of absences or tardies. If students have high numbers of unexcused absences, phone calls are made to parents, letters are sent home, and home visits are made, according to District policy, in an effort to correct the problem. Our PTA recognizes students with perfect attendance monthly through a bulletin board. Students are also acknowledged at the end of every nine-weeks in a grade-level recognition ceremony.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta, C. O'Banion, School Social Worker

Activity - Student Support Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Student Support Intervention Team is readily available for teachers when students require immediate, Tier III behavior support. The goal of the team is to minimize the loss of instruction time while providing students with individualized reinforcement. The team meets at least monthly to discuss students in need of intense support and how to best meet their needs. The team consists of our principal, assistant principal, Student Success Coach, mental health counselor, Family Resource and Youth Services Coordinator, and guidance counselor.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, A. Murphy, M. O'Neal

Activity - Morning Meeting/Social Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a proactive approach, beginning in January 2017, homeroom teachers will begin the school day with classroom-based morning meetings. The meetings provide students with opportunities to build classroom community and review classroom expectations. Teachers will incorporate social-skills lessons that include role-playing, practicing self-monitoring and self-regulation.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - General Fund	S. Glenn, L. Covington, J. Banta, A. Murphy, R. Williams, M. O'Neal, all homeroom teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student and Family Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers are intentional about building relationships with their students beginning with the first day of school. The teachers work closely with our FRYSC, principal, assistant principal, school guidance counselor, ECE teachers, ELL teachers, ECE and ELL consulting teachers, school psychologist, school-based Seven Counties therapist, occupational therapist, mental health counselor and speech therapist to communicate about the special needs of our students and families, and provide needed services to remove barriers to learning and promote success in school. Our Parent Advisory Council (PAC) member attends district meetings and works with our FRYSC to provide support and involvement for families.	Parent Involvement Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, L. Scott, M. O'Neal, A. Murphy, M. Cohen, ECE teachers, ELL teachers

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blake Elementary was chosen to participate in a two year program called Compassionate Schools Project. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years. Our students attend Compassionate Schools Project class twice weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Compassionate Schools Project teachers, Compassionate Schools Project support staff and PLCs, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Comprehensive School Surveys & Two Way Communication Between Parents and School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annually, students, parents, and staff are given a survey to determine their perceptions of school climate, teaching and learning at Blake. Results are analyzed by the faculty and shared with stakeholders, including PTA and SBDM. Data is used to inform decision-making and make adjustments as necessary for improvement. An annual Title I meeting is held at the beginning of every year to inform parents about our Title I budget, programs, and parent involvement opportunities. Back-to-school orientations and an open-house held in September, are held each year, as well as scheduled conference days, so parents can be informed about students' learning progress, and parents can provide input. We also hold two or more PTA meetings each year, where parents have the opportunity to hear about student achievement and our CSIP. Our school website and teacher newsletters keep parents informed about what students are learning, school policies, special events. We also send home frequent school communications each week in a Wednesday Folder, so parents can review their child's graded papers, flyers, and newsletters. A parent newsletter is written every month by the principal.	Policy and Process	08/15/2016	12/15/2017	\$100 - General Fund \$700 - Title I Schoolwide	All teachers, S. Glenn, L. Covington, R. Williams, J. Banta

Activity - School-wide Free Breakfast and Lunch/Fresh Fruits and Vegetable Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, regardless of financial need, are offered free breakfast and lunch every day. The goal is to provide students with healthy food options, therefore increasing student stamina and attendance. Students are also provided fresh fruits and vegetables three days a week as an afternoon snack. Teachers share nutrition information and facts about foods that students may not have access to frequently, such as pomegranates, mangos, brussels spouts, blood oranges, etc.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, B. Smith, J. Banta

Measurable Objective 6:

53% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Social Studies by 05/24/2017 as measured by K-PREP .

Strategy1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Comprehensive School Improvement Plan

Blake Elementary

Activity - Common Assessments to Monitor Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common formative assessments connected to the unit of study in social studies to monitor student achievement. The results will be used to design instruction for re-teaching and to create focus groups for students who are not meeting the standards. The process will provide students with specific and timely feedback about their learning. Teachers will utilize their reading block to ensure students have access to social studies content in an authentic setting.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington,

Activity - Standards-Based Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of teacher-designed common formative assessments and district social studies proficiency assessments will be used used periodically to create focus groups for students who need additional help to master standards.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Teachers, S. Glenn, L. Covington

Goal 2:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

55% of Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Writing by 05/24/2017 as measured by KPREP .

Strategy1:

Team Meetings to Plan Instruction - Teachers will meet weekly in teams to design writing instruction based on KCAS ELA reading, writing, and language standards using JCPS curriculum maps and writing resources. They will use scoring rubrics provided by JCPS and help students create rubrics themselves for self-assessment. They will analyze student work samples to determine understanding. Students will experience the three types of writing and will work through the stages of the writing process.

Category: Continuous Improvement

Research Cited: DuFour, Calkins

Comprehensive School Improvement Plan

Blake Elementary

Activity - Writing Alignment, Integration, and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodically throughout the school year, teachers will meet in horizontal teams to align curriculum in KCAS ELA writing standards, and discuss what is being taught in writing at every grade level. Teachers will assess their teaching of writing standards and determine priority needs for professional development. Student samples of writing will be analyzed according to district rubrics so that next steps for instruction can be planned. All students will have working Writing Portfolios outlined by state standards that show growth over time and evidence of peer and teacher feedback that students have used to improve their writing pieces. Writing content will be integrated across the content areas.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ILT

Activity - Writing Wall of Fame and Publication of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose one student's exemplary writing piece per classroom to be published and on display in a frame on the "Writing Wall of Fame" in the main hallway, for everyone to read and enjoy. Administrators and resource teachers will collaborate to write the monthly prompts.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, ILT

Activity - Comprehensive Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2016-2017 Comprehensive School Wide Literacy Plan outlines the writing and language standards required for each grade level. Teachers will spend at least 30 minutes a day on writing instruction, in addition to the integration of writing in other content areas. Teachers will provide models of proficient writing, and demonstrate how to write effectively to students. Rubrics and high-quality writing pieces will be provided to students, as well as student self-evaluation practices, peer feedback, and teacher feedback for strengthening their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, ILT, all teachers

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan on demand writing instruction in KCAS ELA writing standards and analyze student work samples. The ILT will develop a systematic, school-wide on-demand writing plan. The process will schedule narrative, explanatory/informative, and opinion on-demand prompts that teachers will facilitate in the classroom. Teachers will use the prompts to formatively assess students, using the data to plan intentional, standards-based writing lessons designed to improve students' ability to write.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, S. Glenn, L. Covington

Measurable Objective 2:

55% of Fifth grade students will demonstrate a proficiency in the Core Content Social Studies Standards in Social Studies by 05/24/2017 as

Comprehensive School Improvement Plan

Blake Elementary

measured by KPREP .

Strategy1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Writing in Social Studies Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write in social studies notebooks on a consistent basis to deepen their understanding of content. They will write to demonstrate their learning of social studies concepts during lessons taught.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington

Activity - Reading Using Social Studies Trade Books and Periodicals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use trade books with social studies related content while planning and teaching reading, to allow for additional exposure to information about social studies throughout the school day. Teachers will use Social Studies Weekly, Kentucky Studies Weekly, Weekly Reader, Story Works and/or Time for Kids as well as as various informational reading resources. In addition, Journeys texts related to social studies content are used throughout the school year.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Activity - Technology Use for Social Studies Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational web sites, video clips, and PowerPoint slideshows from Discovery Education, JCPS curriculum links, iPads, and other Internet sites to enhance instruction in social studies content. In addition, teachers will use Journeys curriculum to connect social studies content through close reading opportunities and leveled readers. Students also have access to all text via e-books provided.	Technology Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Social Studies Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in the meaning of vocabulary words from social studies core content. They will utilize Journeys articles and reading passages to reinforce social studies vocabulary in an authentic setting. Students will read and write about historical, geographical, and current event topics while using the vocabulary words.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, S.Scott, K.King

Activity - Integration of Social Studies in Arts and Humanities, Writing, and Practical Living	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers design instruction that incorporates social studies perspectives and themes throughout other content areas. They use Reader's Theater plays, artists-in-residence, historical simulations, incorporate drama, music, and dance with the study of colonial times.	Academic Support Program	08/15/2016	12/15/2017	\$2100 - Other	All teachers, S.Glenn, L.Covington, D.Blakenship

Measurable Objective 3:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Math Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as current math units and concepts being taught in the classroom. JCPS mathematics newsletters will be distributed to parents by classroom teachers, and content will be discussed at Open House and class newsletters. Parents will be encouraged to regularly review their child's homework and help their student through our Title I Parent Compact and SBDM homework policy. Math websites and resources for parents are linked to Blake's school website. Family Math Night will be held once a year for parents to learn about what math is being taught and strategies they can use to further help their student's growth in mathematics.

Category: Stakeholder Engagement

Research Cited: Wong, Title I

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once a year, Family Math Night will be held for students and their parents/guardians, in an effort to increase parental involvement and build strong partnerships with parents. Teachers will plan stations for students and parents to participate together. Parents will learn strategies to use at home so they can help their students improve in math achievement. Each team will collaborate to plan stations and parent activities. (SB168) In addition, mathematics newsletters and helpful strategies for parents to use with their children are distributed at regular intervals, as well as homework help for parents.	Parent Involvement	08/15/2016	12/15/2017	\$800 - Title I Schoolwide	S. Glenn, L. Covington, R. Williams, J. Banta, Math Committee

Strategy2:

Comprehensive School Improvement Plan

Blake Elementary

Professional Development - Instructional staff will participate in embedded professional development, as well as before or after school training, to strengthen their understanding of KCAS ELA standards and research-based instructional strategies in reading. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct eWalk walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - UL DREAM Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	10/05/2015	12/15/2017	\$0 - No Funding Required	A.Snowder, M.Culver, S.Glenn, L.Covington

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, and based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments, and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend, and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Strategy3:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Comprehensive School Improvement Plan

Blake Elementary

Activity - Technical Assistance with Implementation of Improvement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS has systems in place to support school administrators with plans for school improvement. Our ETC visits the school regularly and discusses school plans, assessments, motivation for students, and curriculum with the principal. The Assistant Superintendent also communicates regularly with the principal and visits the school. Data from district common assessments is monitored by the district through the CASCADE system. The principal meets with other JCPS principals in PLC groups monthly to share strategies, challenges, ideas, and successes, and provide feedback to one another. Schools are divided into regions so that principals from elementary, middle and high schools meet in teams and are able to establish partnerships. District specialists are able to provide resources and support in reform efforts when the school requests it. The district provides workshops for administrators to learn how to write effective school improvement plans. The district CSIP rubric will help guide our school as we develop our improvement plan.	Policy and Process	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams

Activity - Math Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, mid-module and end-of-module assessments, and district math diagnostics and proficiencies, teachers will identify Tier 2 and Tier 3 students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Team Planning using KCAS Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will plan math lessons together weekly during common planning time and in professional learning communities; framing lesson standards so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Eureka math curriculum, PARCC materials, Illustrative Mathematics, Achieve-the-Core, and Charles A. Dana Center resources to create rigorous, standards-based lessons and units.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - Weekly PLC Meetings with Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will meet with the Goal Clarity Coach and/or Primary Coach on a weekly basis to create rigorous, standards-based common formative assessments using Eureka Math, PARCC Ready Common Core, and other research-based resources. As a professional learning community, the team will analyze student work and determine next steps for instructional purposes.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Strategy4:

Technology-Based Assessment and Instruction - Students will use technology to assess current progress and embed standards-based math instruction based on specific student need. It further enhances their desire to problem solve and apply strategies using 21st Century technology skills.

Category: Continuous Improvement

Research Cited: DuFour, Charles A. Dana Center, Achieve the Core

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP Testing is a computer adaptive interim assessment for math. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K. King, S. Scott, S. Glenn, L. Covington

Strategy5:

Student Recognition for Math Achievements - Students will receive recognition for a variety of academic achievements throughout the year, including math achievement and growth toward proficiency. Teachers will set goals with students and discuss the results of assessments with them so they can monitor their own growth. Students who score proficient or distinguished on district math proficiency assessments will be recognized in the hallway on a bulletin board.

Category: Stakeholder Engagement

Research Cited: Stiggins, Jones

Comprehensive School Improvement Plan

Blake Elementary

Activity - Honor Roll/Perfect Attendance, Improvement Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honor roll, perfect attendance, students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance chart outside their classroom on the days where this goal is achieved. PTA also recognizes our students with a banner hanging in the main hallway.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, R.Williams, K.King, S.Scott, J.Banta

Measurable Objective 4:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

JCPS Balanced Literacy 2019 - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, the Third Grade Reading Pledge, and the 2016-2017 Comprehensive School Wide Literacy Plan. Teachers will design common formative assessments and analyze student data in reading. They will align their instruction to KCAS-ELA standards according to district pacing and curriculum guides, the Reading Workshop/Daily Five frameworks, and other materials and resources provided by the school and the district. Classroom instruction will be monitored by administrators to ensure effective and varied instructional practices are observed in all classrooms. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour, Stiggins, Fountas and Pinnell

Activity - Small Group Reading Instruction and Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. In addition to daily flexible reading group instruction, MTSS will be fully implemented and Tier 2 and Tier 3 students will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented, following the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School Wide Literacy Plan.	Academic Support Program	09/01/2015	12/16/2016	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, S. Scott, K. King, Reading Recovery, ESS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers will provide students with timely and effective feedback in how to improve their writing skills.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, Reading Recovery, ESS

Activity - JCPS/Bellarmino Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
60% of teachers in grades K-3, ECE, ESL, as well as our primary coach, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Bellarmino Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers in order to allow for continuous feedback and improvement.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	G. Clements, O. Hust, P. Monhollon, N. Sajko, B. Griffith, J. Filer, S. Scott, A. Amburgey, S. Glenn

Activity - Kindergarten Readiness Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Kickoff will be held in the summer, prior to school starting. Parents of incoming kindergarteners who will be attending Blake in the 2016-2017 school year will bring their students to school, where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication, and adaptive skills, as measured by Brigance. All parents will receive their child's results, as well as strategies for helping them get ready for kindergarten over the summer. The FRYSC, guidance counselor, Reading Recovery teachers, and kindergarten teachers will collaborate to plan and implement this event. (SB168 requirement)	Parent Involvement	07/25/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, S. Scott, K. King, R. Williams, J. Banta, all Kindergarten teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ESS, Reading Recovery

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Literacy Night will be held for students and their parents or guardians, in order to engage families in meaningful ways. Teachers will organize stations for parents to attend with their students, and provide effective strategies and materials that parents and students may use at home together. Families will provide feedback on the effectiveness of Literacy Night through the use of a survey. In the fall, winter, and spring, parents will receive a report about their students' DRA2 reading level, Bellarmine Literacy assessment results, areas of strength, and areas needing improvement in reading. (SB168 requirement)	Parent Involvement	08/15/2016	12/15/2017	\$1300 - Title I Schoolwide	All teachers, S. Glenn, L.Covington, K.King, J.Banta, R. Williams, S. Scott, Reading Recovery

Activity - Team Literacy Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels plan integrated ELA lessons together weekly during common planning time, in addition to professional learning communities, framing lessons so students have a clear picture of what will be happening during the specific lesson and what they will be able to do with this knowledge. Once the lessons are framed, teachers use Journeys resources, PARCC Ready Common Core, Achieve the Core, and JCPS curriculum maps and lesson seeds.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K.King, S. Scott, Reading Recovery, ESS

Strategy2:

Technology Use for Reading - Students will use technology to read interactive books and articles online, further enhancing their desire to read by combining their desire for knowledge and enjoyment with their love of 21st Century technology skills.

Category: Continuous Improvement

Research Cited: Erwin

Comprehensive School Improvement Plan

Blake Elementary

Activity - myON	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use myON, a personalized literacy environment, that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Teachers will monitor students' use of the program and growth in literacy.	Academic Support Program	01/09/2017	12/15/2017	\$1000 - General Fund	All teachers, S.Scott, K.King, L.Covington, S.Glenn

Activity - E-books and iPads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school library has many e-book titles, many of which have unlimited licenses, so several students can access them simultaneously at school or at home. The books are highly motivating to students, and a variety of genres, age-levels and interests are represented, including a large amount of informational non-fiction books with science, social studies, math, and writing content. In addition, all grade levels have implemented Journeys as their core reading curriculum. Journeys provides leveled e-books for listening centers and students reading below grade level. SMARTBoards and iPads will be used in the library and in classrooms to access e-books and other lessons offered through Journeys. Teachers also utilize a variety of reading websites in the classrooms, and students are able to access them at home.	Technology	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, E. Freeman, all teachers, S. Scott, K. King

Activity - MAP Assessment for Reading and Language Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 2-5 will take MAP computer-based assessments in winter and spring. MAP is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All 2nd-5th grade teachers, K. King, S. Scott, S. Glenn, L. Covington, F. Jackson

Strategy3:

Student Recognition for Achievements - Students receive recognition for a variety of academic achievements throughout the year, including performance and growth on reading, math, science, writing, and social studies assessments, for exhibiting good citizenship and behavior, for performance on K-PREP, and for having excellent school attendance. We hold grade-level recognition ceremonies after every grading period. Our staff continually thinks of new and creative ways to recognize and motivate students to encourage them to do well. Additionally, staff members review individual assessment data with students to help them reflect on their successes and set goals for future achievement. (SB168 requirement)

Category: Stakeholder Engagement

Research Cited: DuFour, Stiggins

Comprehensive School Improvement Plan

Blake Elementary

Activity - PBIS "Paws of Praise"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Positive Behavior Intervention Systems (PBIS) Team meets once a month to develop ways to increase positive student behavior and create systems for doing so. The "Paws of Praise" system enables staff members to reward students with red paw print tickets for being safe, being responsible, and being respectful. Administrators, special area teachers, and behavior coaches distribute "golden paw print" tickets when the entire class is exhibiting these behaviors. Teachers collect tickets in a jar after students write their names on them, and one name is drawn each Friday for recognition and incentives from the principal and assistant principal.	Behavioral Support Program	08/15/2016	12/15/2017	\$1000 - General Fund	S. Glenn, L. Covington, J. Banta, R. Williams, PBIS committee members

Activity - Perfect Attendance, Honor Roll, and Improvement Incentives for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students on the Honor Roll, those with perfect attendance, as well as students making improvements in specific content areas, and proficient/distinguished students are recognized in a grade-level program every nine weeks. Students are given certificates and a variety of rewards for their achievements. Every class gets to hang a yellow perfect attendance card outside their classroom on the days where this goal is achieved. The school also recognizes a Student of the Month from every classroom, and their pictures and certificates hang on a bulletin board in the main hallway, along with a monthly perfect attendance poster.	Other - Stakeholder Engagement	08/15/2016	12/15/2017	\$3000 - General Fund	S. Glenn, L. Covington, R. Williams, C. O'Banion, J. Banta, P. Fitzgerald, all teachers

Strategy4:

Communication with Families - The strategy will involve multiple modes of communication with families to ensure that parents and guardians feel connected to the school and engaged in their child's education.

Category: Stakeholder Engagement

Research Cited: Effective Schools Research

Activity - Parent Feedback and Input to the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An annual Title I Parent Involvement meeting is held each fall at Open House, where parents are informed about Title I funds used at our school, and asked to become involved. A PAC representative is chosen each year, as well as SBDM parent representatives and parents/guardians as PTA Board members. Parents, grandparents, and guardians are also actively sought for volunteer opportunities in the classroom as well as on committees and for special events put on by the PTA. Parents are encouraged to give input and feedback to the school through Comprehensive School Surveys, Title I Parent Compact, Parent-Teacher Conference Days, PTA meetings, and SBDM.	Parent Involvement	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, K. King, J. Banta, A. Murphy, all teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Two-Way Communication Between School and Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a school communication folder that is sent home each Wednesday with communications from the school. Classroom newsletters will be sent home weekly, to keep parents informed of school happenings and let them know what their students are learning. Teachers call parents when needed to communicate students' progress academically and behaviorally. Parents are encouraged to communicate with teachers through notes in students' folders, agendas, and e-mail. Parents may request a conference at any time throughout the year, and there are also two days set aside for the sole purpose of parent-teacher conferences. The FRC Coordinator and principal communicate with parents frequently through school newsletters, Facebook, Twitter, Instagram, and One Call Now automated dialing system. Our PTA also sends newsletters and flyers home at regular intervals to keep parents informed about special events at school.	Parent Involvement	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, all teachers

Strategy5:

School-Wide Reading Beyond the School Day - Before school begins each day, Blake students in grades K-5 will read books either independently or with a "Reading Buddy" as soon as they arrive or eat breakfast, until it is time to be dismissed to their classrooms. This extension of the school day will ensure all students are reading each day, utilizing books in book baskets for each class. Staff members will supervise students each morning to ensure they are reading, and offer "Book Bucks" for students who consistently read, so they can buy a book of their choice from the principal's bookshelf to keep.

Category: Learning Systems

Research Cited: Erwin, Wong

Activity - Independent Reading in Gym	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The gym will be open for students to read each morning from 8:30-9:00 a.m. All students in grades 1-4 will choose books from book baskets and read independently each morning as soon as they arrive at school until it is time for the school day to begin. Staff members are assigned to the gym to supervise students, ensure they are reading, and award them "Blake Book Bucks" as an incentive. When students earn 10 "Book Bucks," they may choose their own new book to take home and keep from the principal's book shelf. Fiction and non-fiction titles are kept in book baskets and updated frequently to ensure students have choice and variety in what they are reading.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S.Glenn, L.Covington, A.Murphy, J.Banta, S.Scott, M.O'Neal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Comprehensive School Improvement Plan

Blake Elementary

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP .

Strategy1:

Professional Development Opportunities - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, MTSS

Activity - Teaching Mathematics Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in differentiation, creating effective formative assessments, and strategies for our English Language Learners. In addition, teachers received professional development during the summer that focused on Standards of Mathematical Practices 1, 3, and 6 (what the students should be doing), the Principles to Action: Mathematics Teaching Practices (what teachers should do), and ways to integrate math workshop for differentiated instruction. Teachers will continue receiving professional development during staff meetings and embedded professional development.	Academic Support Program Professional Learning	08/01/2016	12/15/2017	\$5000 - General Fund	all homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core mathematics instruction, interventions for Tier II and Tier III learners, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$0 - General Fund	all homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Novice Reduction Team/Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	N. Sajko, A. Snawder, M. Culver, S. Glenn, K. King

Strategy2:

Math Interventions - Teachers will Identify Tier II and Tier III students who are in need of standards-based math interventions using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies. Small-group instruction will be provided by classroom teachers, interventionists, instructional assistants, and/or retired teachers. Teachers will develop a plan of action to support mathematics growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, Stiggins, MTSS

Activity - U of L DREAM Math Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers from Blake's staff will participate in a two-year long mathematics cohort, created in partnership with JCPS and The University of Louisville. The teachers will earn mathematics specialist endorsements as a result of their completion of classes, and will present professional development, peer coaching, and conduct action research with Blake students.	Professional Learning	11/04/2015	12/15/2017	\$0 - No Funding Required	M. Culver, A. Snawder, S. Glenn, L. Covington

Activity - Math Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP Testing is a computer adaptive interim assessment for mathematics. It provides a universal screener that measures instructional readiness and student growth on KCAS Math standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K.King, S.Scott, S.Glenn, L.Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Math Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Teachers will develop a plan of action to ensure growth for individual students. Teachers will pull standards-based intervention groups during math workshop after the core math lesson has been taught. Students in need of additional support will receive additional math interventions with a retired teacher (ESS) throughout the school week.	Academic Support Program	09/05/2016	12/15/2017	\$59200 - Title I Schoolwide	S. Glenn, L. Covington, all homeroom teachers, ESS, K. King, S. Scott

Activity - i-Ready and Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PARCC's i-Ready is a web-based technology math program utilized with Tier III students to provide an additional intervention in math and helps move students toward proficiency. All students in need of mathematics fluency practice utilize Reflex Math, another web-based application program, that builds fluency proficiency. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Academic Support Program	09/04/2017	12/15/2017	\$3000 - General Fund	S. Glenn, L. Covington, F. Jackson, S. Scott, K. King, ESS

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting math benchmarks will be monitored throughout the school year through common assessments. MTSS will be implemented and students identified as Tier II or Tier III will receive prescribed math interventions. Standards-based math focus groups, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the KCAS standards for each grade group. All teachers will track student progress using disaggregated data, and work with students to self-monitor their progress. Goal-setting with students will occur before each district math assessment and students will be provided with specific and timely feedback about their learning by their teachers. (SB168 requirement)	Academic Support Program	09/05/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, S. Scott, K. King, ESS, all homeroom teachers, ELL and ECE teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development using our math curriculum, Eureka Math, and Charles A. Dana Center resources/tools during the summer and throughout the year. Professional development will be aligned with the school's learning goals and objectives for the students, as well as based on teachers' pedagogical needs. Professional development will be evaluated for effectiveness based on student math achievement data on district assessments and teacher-created common formative assessments. Teachers will also evaluate professional development after each session they attend and the feedback will be shared with instructional staff. Teachers and administrators will regularly monitor and evaluate the impact of professional learning activities on student achievement, including specific groups of students. (SB168 requirement)	Professional Learning Academic Support Program	08/01/2016	12/15/2017	\$2500 - General Fund	All homeroom teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS, ELL and ECE teachers

Activity - Student Data Spreadsheet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from Eureka Math exit tickets, Mid-Module and End-of-Module assessments, and district math diagnostics and proficiencies, teachers will identify Tier II and Tier III students who are in need of interventions in mathematics. Student progress data will be monitored and updated in fall, winter and spring to determine student growth in math standards, and specific standards in which students need additional support. Teachers will develop a plan of action to support math growth based on individual students' needs.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott, ESS

Activity - Extended Learning Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A targeted group of Tier II students will work with instructors twice weekly, from 8:30 a.m. to 9:00 a.m. Using PARCC's Ready Common Core, students will receive standards-based math instruction specific to their need as determined using Eureka Math exit slips, Mid-Module and End-of-Module assessments, and district diagnostics and proficiencies.	Academic Support Program	01/09/2017	12/15/2017	\$10000 - Grant Funds	S. Glenn, L. Covington, K. King, S. Scott

Measurable Objective 2:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP

Strategy1:

Reading Interventions - Identified Tier II and Tier III students will participate in reading interventions according to the school's MTSS plan, designed to increase achievement in KCAS ELA Reading standards. At the beginning of each year, the intervention plan will be developed by the Instructional Leadership Team (ILT). Small group instruction will be provided by classroom teachers, interventionists, instructional

Comprehensive School Improvement Plan

Blake Elementary

assistants, and retired teachers, using leveled books, research-based programs, and Leveled Literacy Intervention System. (SB168 requirement)

Category: Learning Systems

Research Cited: DuFour, MTSS, Mike Mattos (Solution Tree)

Activity - MTSS and Standards-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students' progress toward meeting reading benchmarks will be monitored throughout the school year by analyzing common assessments. MTSS will be fully implemented and students in Tier II and Tier III will receive standards-based interventions. Additional reading groups with the teacher and/or interventionist, Daytime ESS, Reading Recovery, ECE collaboration and pull-out, and technology-based interventions will be fully implemented and will follow the JCPS Literacy Framework and the 2016-2017 Blake Elementary Comprehensive School-wide Literacy Plan.	Academic Support Program	08/15/2016	12/15/2017	\$48800 - Title I Schoolwide	All teachers, S. Glenn, L. Covington, R. Williams, K. King, S. Scott

Activity - i-Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PARCC's i-Ready is a web-based technology reading program utilized daily with Tier III students to provide an additional intervention in reading and move them toward proficiency. Teachers are responsible for ensuring that students identified as Tier III in reading receive this intervention daily. Student progress data will be maintained by the Goal Clarity Coach and our technology teacher to determine effectiveness for students.	Technology	08/15/2016	12/15/2017	\$1500 - General Fund	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - mYON and MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>myON is a personalized literacy environment that incorporates a state-of-the art learning platform, enhanced digital reading content, the Lexile® Framework, cutting-edge literacy tools, and embedded metrics to monitor activity and growth. Together, these components power a Literacy Ecosystem that is built upon five pillars: Personalization, Unparalleled Content, Unlimited Access, Collaboration and Success.</p> <p>MAP Testing is a computer adaptive interim assessment for reading and language arts. It provides a universal screener that measures instructional readiness and student growth on KCAS ELA standards. It will also compare and predict student achievement and growth over time via research-based normative and growth information, create and reinforce data-informed instructional practices, and evaluate academic programs and identify professional development needs for our staff.</p>	Academic Support Program	12/12/2016	12/15/2017	\$1000 - General Fund	All teachers, K.King, S.Scott, S.Glenn, L.Covington

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify Tier II and Tier III students who are in need of literacy interventions using data from multiple common formative assessments including: Phonological Awareness Test (PAT), Developmental Spelling Assessment (DSA), Test of Word Reading Efficiency (TOWRE-2), cold running records, and DRA scores. Students' progress data will be monitored and updated in fall, winter, and spring to determine growth in standards and specific areas in which students need additional support. Teachers will develop a plan of action to support literacy growth for individual students and evaluate the disaggregated data to determine specific gap groups who may need additional support in order to experience success. Teachers in all grade levels will develop and use individual goal-setting and monitoring sheets, notebooks, or binders, so all students learn to self-assess and reflect on their own progress towards mastery with teacher support. The process will provide students with specific and timely feedback about their learning. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L.Covington, K. King, S. Scott

Strategy2:

School Safety/Discipline/Attendance/Health/Emotional Well Being - School staff and SBDM review the school's Safety/Emergency Plan at the beginning of every school year, and revisits it periodically throughout the year. Blake students regularly practice disaster drills, fire drills, and intruder lock-down drills. Blake's school-wide discipline plan was revised based on JCPS' Student Support and Behavior Intervention Handbook in August 2016. The plan is reviewed regularly to ensure effectiveness and includes the Implementation of PBIS systems and strategies as a proactive approach.

Our school has a Student Success Coach who mentors students, while teaching them social and self-help skills. In January 2017, our school will be adding an additional instructor that will support our Success Coach by providing Tier III behavior interventions, classroom management training for staff, and push-in collaboration during math instruction. Referral and disciplinary data are tracked by our Success Coach, administrative team, and the district for trends. Our Student Support Intervention Team is established and meets at least once a month to discuss data. Several staff members are trained in Safe Crisis Management and CPR. The school has a Health Room and school staff are trained to provide first aid and give medication to students each year. Our school guidance counselor provides a social skills and anti-bullying curriculum to students, as well as guidance and counseling when individual students need someone to talk to. Seven Counties and ABI school-based services are available at our school, in addition to the support provided by our full-time mental health counselor. Our Family Resource and Youth Services Coordinator (FRYSC) assists parents with counseling referrals, community resources, and other assistance as needed. Attendance is monitored monthly by the school clerk, FRYSC, and school social worker, and interventions are provided when needed.

Category: Stakeholder Engagement

Research Cited: Safe and Effective Schools Research, PBIS, MTSS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Student Support Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Student Support Intervention Team is readily available for teachers when students require immediate, Tier III behavior support. The goal of the team is to minimize the loss of instruction time while providing students with individualized reinforcement. The team meets at least monthly to discuss students in need of intense support and how to best meet their needs. The team consists of our principal, assistant principal, Student Success Coach, mental health counselor, Family Resource and Youth Services Coordinator, and guidance counselor.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, A. Murphy, M. O'Neal

Activity - Comprehensive School Surveys & Two Way Communication Between Parents and School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annually, students, parents, and staff are given a survey to determine their perceptions of school climate, teaching and learning at Blake. Results are analyzed by the faculty and shared with stakeholders, including PTA and SBDM. Data is used to inform decision-making and make adjustments as necessary for improvement. An annual Title I meeting is held at the beginning of every year to inform parents about our Title I budget, programs, and parent involvement opportunities. Back-to-school orientations and an open-house held in September, are held each year, as well as scheduled conference days, so parents can be informed about students' learning progress, and parents can provide input. We also hold two or more PTA meetings each year, where parents have the opportunity to hear about student achievement and our CSIP. Our school website and teacher newsletters keep parents informed about what students are learning, school policies, special events. We also send home frequent school communications each week in a Wednesday Folder, so parents can review their child's graded papers, flyers, and newsletters. A parent newsletter is written every month by the principal.	Policy and Process	08/15/2016	12/15/2017	\$700 - Title I Schoolwide \$100 - General Fund	All teachers, S. Glenn, L. Covington, R. Williams, J. Banta

Activity - Student and Family Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers are intentional about building relationships with their students beginning with the first day of school. The teachers work closely with our FRYSC, principal, assistant principal, school guidance counselor, ECE teachers, ELL teachers, ECE and ELL consulting teachers, school psychologist, school-based Seven Counties therapist, occupational therapist, mental health counselor and speech therapist to communicate about the special needs of our students and families, and provide needed services to remove barriers to learning and promote success in school. Our Parent Advisory Council (PAC) member attends district meetings and works with our FRYSC to provide support and involvement for families.	Parent Involvement Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, R. Williams, J. Banta, L. Scott, M. O'Neal, A. Murphy, M. Cohen, ECE teachers, ELL teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District procedures are followed to monitor student attendance and ensure that it is reported accurately. The school's FRYSC, attendance clerk, and school social worker meet monthly to discuss students with high numbers of absences or tardies. If students have high numbers of unexcused absences, phone calls are made to parents, letters are sent home, and home visits are made, according to District policy, in an effort to correct the problem. Our PTA recognizes students with perfect attendance monthly through a bulletin board. Students are also acknowledged at the end of every nine-weeks in a grade-level recognition ceremony.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta, C. O'Banion, School Social Worker

Activity - School-wide Free Breakfast and Lunch/Fresh Fruits and Vegetable Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, regardless of financial need, are offered free breakfast and lunch every day. The goal is to provide students with healthy food options, therefore increasing student stamina and attendance. Students are also provided fresh fruits and vegetables three days a week as an afternoon snack. Teachers share nutrition information and facts about foods that students may not have access to frequently, such as pomegranates, mangos, brussels spouts, blood oranges, etc.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, B. Smith, J. Banta

Activity - Morning Meeting/Social Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a proactive approach, beginning in January 2017, homeroom teachers will begin the school day with classroom-based morning meetings. The meetings provide students with opportunities to build classroom community and review classroom expectations. Teachers will incorporate social-skills lessons that include role-playing, practicing self-monitoring and self-regulation.	Behavioral Support Program	08/15/2016	12/15/2017	\$0 - General Fund	S. Glenn, L. Covington, J. Banta, A. Murphy, R. Williams, M. O'Neal, all homeroom teachers

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blake Elementary was chosen to participate in a two year program called Compassionate Schools Project. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years. Our students attend Compassionate Schools Project class twice weekly.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Compassionate Schools Project teachers, Compassionate Schools Project support staff and PLCs, S. Glenn, L. Covington

Comprehensive School Improvement Plan

Blake Elementary

Strategy3:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Activity - Connecting Writing to ELA Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in Reading Notebooks or binders during reading instruction.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Small Group Reading Instruction/Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to daily core instruction in reading, students will receive small group instruction in focus groups based on their needs. Teachers will use the results of formative assessments, Bellarmine Literacy assessments (PAT, DSA, TOWRE-2), CASCADE reports, running records, and observations of students to determine their needs for focus groups, and plan instruction according to individual students' needs. Teachers will confer with students periodically about their reading goals and progress toward meeting those goals, and provide specific and timely feedback to students on their strengths, areas needing improvement, and strategies to improve. Students who have mastered standards will receive enrichment activities while struggling students will receive interventions. (SB168 requirement)	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - JCPS/Bellarmino Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some teachers in grades K-3, ECE, and ESL, will begin (Year 1) or continue (Year 2) participating in the JCPS-Bellarmino Literacy Project during the 2016-2017 school year. Teachers will attend night classes for 3 hours each week to learn literacy strategies and assessments that can be used to diagnose students' reading problems and drive instruction. Teachers who complete this program and other requirements may earn a literacy specialist endorsement. A Literacy Coach, who will attend classes in the summer and throughout the year, will provide non-evaluative coaching and demonstrative lessons to teachers to allow for continuous feedback and improvement.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - District Funding	G. Clements, O. Hust, J. Filer, A. Amburgey, P. Monhollon, N. Sajko, B. Griffith, S. Scott

Comprehensive School Improvement Plan

Blake Elementary

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align the curriculum with KCAS ELA and JCPS curriculum maps, as evidenced in lesson plans, classroom instruction, and student work. Administrators, Primary Resource Teacher, and the Goal Clarity Coach will monitor and support teachers as they plan and align curriculum to ensure student mastery of standards. In an effort to best meet the needs of our student population, teachers review and refine the standards-based curricular materials and instructional strategies used to meet the diverse needs of our students. All grade levels are using Journeys as the core ELA instructional program.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Activity - Instructional Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase academic achievement by incorporating the three Common Core shifts of ELA in everyday instructional practices. The shifts include the use of text-dependent questions, appropriate level of text complexity and academic vocabulary. Teachers will align instructional strategies and curricular resources to the three shifts. Instruction will be monitored by administration, the Primary Resource Teacher, and Goal Clarity Coach through walkthroughs and observations, and specific and timely feedback will be given. This will ensure that effective and varied instructional practices are in all classrooms. (SB168 requirement)	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Strategy4:

Professional Development - Instructional staff will participate in professional development as well as before or after school training to strengthen their understanding of research-based instructional strategies to increase achievement. Administrators and teachers will regularly monitor and evaluate the impact of professional development on student achievement, including all students and gap groups. Teachers will reflect on their growth plans and determine what professional development they need to improve their practices. The principal and assistant principal will conduct walkthroughs and observations to determine implementation and effectiveness of research-based strategies used in all classrooms. The professional development plan will be adjusted based on effectiveness.

Category: Professional Learning & Support

Research Cited: DuFour, KCAS, MTSS

Comprehensive School Improvement Plan

Blake Elementary

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in weekly embedded professional development opportunities throughout the school year. Professional development needs are determined by the admin team using K-PREP data, formative assessments, district diagnostics and proficiencies, and staff need. Teachers focus on standards-based strategies for providing rigorous core reading instruction, interventions for Tier II and Tier III readers, and enrichments for Tier I students. As a way to narrow the focus, all grade level teams are studying elements of The Fundamental Five: The Formula for Quality Instruction, by Sean Cain and Mike Laird.	Academic Support Program	09/05/2016	12/15/2017	\$600 - General Fund	All homeroom teachers, K. King, S. Scott, S. Glenn, L. Covington

Activity - Novice Reduction Team and Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Novice Reduction team was formed by the principal in October 2016. The team provided professional development to staff during faculty meetings to address specific factors that impact student mastery and performance, including Key Core Work Processes, effective feedback and metacognitive strategies. As the school year progresses, the team will meet regularly to plan intentional professional development to staff.	Academic Support Program	10/17/2016	12/15/2017	\$0 - District Funding	S. Glenn, N. Sajko, A. Snawder, M. Culver, K. King

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff participate in a variety of professional development opportunities throughout the school year. In order to build capacity, teachers receive district-led training in math, reading, writing, differentiation, creating effective formative assessments, and strategies for our English Language Learners. During Gold Days and staff meetings, teacher leaders facilitate school-based professional development and provide on-going support in all areas mentioned previously.	Academic Support Program Professional Learning	08/15/2016	12/15/2017	\$5000 - General Fund	teacher leaders, all teachers, S. Glenn, L. Covington, K. King, S. Scott

Measurable Objective 3:

53% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Writing by 05/24/2017 as measured by K-PREP .

Strategy1:

Writing Team Planning - Teachers will design instruction that is aligned with KCAS ELA writing standards and analyze student writing samples to determine understanding. They will use teacher and student-created rubrics with students and model the elements of writing by displaying proficient work from KDE released items, and classmates' writing using the document camera or multi-media projector. Students not meeting the standards will receive additional support through teacher and peer conferring with feedback. The writing workshop model will be used. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Comprehensive School Improvement Plan

Blake Elementary

Activity - Use of Models, Graphic Organizers and Rubrics for Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150 - General Fund	all teachers, S. Glenn, L. Covington, K. King, S. Scott

Measurable Objective 4:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Visual and Performing Arts for Program Review. in Art & Humanities by 05/24/2017 as measured by the Visual and Performing Arts Program Review rubric..

Strategy1:

Visual and Performing Arts Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Visual and Performing Arts Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of visual and performing arts at Blake Elementary.

Category: Continuous Improvement

Research Cited:

Activity - Gallery Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Gallery Walk that integrates different components of Arts and Humanities combined with grade-level content. Students work will be displayed throughout Blake Elementary. Parents, community members, and all stakeholders are invited to attend and participate in the gallery walk. The activity will mirror what participants in a real art gallery would do when viewing an artist's work.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	D. Blankenship, homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta

Comprehensive School Improvement Plan

Blake Elementary

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, K-5, attend Arts and Humanities as a special area weekly. Students participate in various activities including music (the different elements, playing musical instruments), arts (the different elements, creation, critique, display), and drama. Students will have opportunities to organize, practice, and present their elements of creation in a variety of settings.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	D. Blakenship

Activity - Arts 5 x 5 Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences are provided through the utilization of the Arts 5 x 5 grant. Students get to attend professional plays and musical experiences at different local theatre companies. We also have artists-in-residence that provide instruction in our classrooms.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, P. Fitzgerald, S. Glenn, L. Covington, D. Blankenship

Activity - Integration with Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers design instruction and incorporate elements of the arts during reading and social studies. Many grades focus on genres of reading, including poetry and drama. While addressing these standards, teachers will allow students opportunities to use reader's theatre, historical simulations, intentional lessons about the cultural importance of dance and music from historical and modern day perspectives. Students also have the opportunity to participate in our drama and dance clubs offered after school.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, D. Blankenship, S. Glenn, L. Covington, R. Williams

Measurable Objective 5:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Practical Living/Career Studies for Program Review. in Practical Living by 05/24/2017 as measured by the Practical Living/Career Studies Program Review rubric..

Strategy1:

Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Practical Living/Career Studies Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of practical living and career studies.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Blake Elementary

Activity - Jump Rope for Heart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in Jump Rope for Heart to demonstrate the importance of being physically fit. The students dance, jump rope and run for our Jump Rope for Heart fundraiser.	Behavioral Support Program Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	H.O'Bryan, J.Banta

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students attend Compassionate Schools Project class twice a week. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years.	Academic Support Program Behavioral Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, S. Glenn, L. Covington

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in the importance of health education throughout the instructional day and in Compassionate Schools Project. Health education is integrated in lessons through ELA, social studies, and science curriculum. Students also participate in the Fresh Fruit and Vegetable Program three times a week where they experience a variety of fruits and vegetables and learn specific facts about each.	Behavioral Support Program Academic Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, Arts and Humanities teacher, all homeroom teachers, cafeteria staff

Activity - Field Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in a variety of activities throughout the day. They learn the importance of team work and staying physical fit.	Behavioral Support Program Academic Support Program	01/02/2017	12/15/2017	\$0 - General Fund	All teachers, H.O'Bryan, J.Banta, PTA, Administration

Measurable Objective 6:

53% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Social Studies by 05/24/2017 as measured by K-PREP .

Strategy1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction

Comprehensive School Improvement Plan

Blake Elementary

accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Common Assessments to Monitor Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common formative assessments connected to the unit of study in social studies to monitor student achievement. The results will be used to design instruction for re-teaching and to create focus groups for students who are not meeting the standards. The process will provide students with specific and timely feedback about their learning. Teachers will utilize their reading block to ensure students have access to social studies content in an authentic setting.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington,

Activity - Standards-Based Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of teacher-designed common formative assessments and district social studies proficiency assessments will be used used periodically to create focus groups for students who need additional help to master standards.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Teachers, S. Glenn, L. Covington

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

By 2019, students in the gap group will meet their 2018-2019 delivery targets.

Measurable Objective 1:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Practical Living/Career Studies for Program Review. in Practical Living by 05/24/2017 as measured by the Practical Living/Career Studies Program Review rubric..

Strategy1:

SY 2016-2017

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Comprehensive School Improvement Plan

Blake Elementary

Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Practical Living/Career Studies Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of practical living and career studies.

Category: Continuous Improvement

Research Cited:

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in the importance of health education throughout the instructional day and in Compassionate Schools Project. Health education is integrated in lessons through ELA, social studies, and science curriculum. Students also participate in the Fresh Fruit and Vegetable Program three times a week where they experience a variety of fruits and vegetables and learn specific facts about each.	Academic Support Program Behavioral Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, Arts and Humanities teacher, all homeroom teachers, cafeteria staff

Activity - Field Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in a variety of activities throughout the day. They learn the importance of team work and staying physical fit.	Academic Support Program Behavioral Support Program	01/02/2017	12/15/2017	\$0 - General Fund	All teachers, H.O'Bryan, J.Banta, PTA, Administration

Activity - Compassionate Schools Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students attend Compassionate Schools Project class twice a week. The Compassionate Schools Project is the most comprehensive study ever undertaken of a 21st century health and wellness curriculum in an elementary or secondary school setting. Facilitating the integrated development of mind and body, the project interweaves support in academic achievement, mental fitness, health, and compassionate character. The research aims to have a major impact on children's education Nationwide in terms of academic performance, physical education, character development, and child health policies- due to its extraordinary scale of 50 schools and 20,000 children over the project's six years.	Academic Support Program Behavioral Support Program	08/15/2016	12/15/2017	\$0 - Other	CSP teachers, S. Glenn, L. Covington

Activity - Jump Rope for Heart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in Jump Rope for Heart to demonstrate the importance of being physically fit. The students dance, jump rope and run for our Jump Rope for Heart fundraiser.	Behavioral Support Program Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	H.O'Bryan, J.Banta

Comprehensive School Improvement Plan

Blake Elementary

Measurable Objective 2:

54% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards (ELA Reading) in English Language Arts by 05/24/2017 as measured by KPREP

Strategy1:

JCPS Balanced Literacy - Teachers will work collaboratively together to plan instruction based on the JCPS Reading Proclamation, The Third Grade Reading Pledge, and the 2016-2017 Comprehensive School-wide Literacy Plan. They will design common formative assessments, and analyze student data in reading. They will align their instruction in the standards according to district pacing and curriculum guides, reading workshop framework, JCPS lesson seeds, and other materials and resources provided by the school and the district.

Category: Continuous Improvement

Research Cited: JCPS Reading Proclamation, Fountas and Pinnell

Activity - Connecting Writing to ELA Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in Reading Notebooks or binders during reading instruction.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, ESS, Reading Recovery, K. King, S. Scott, S. Glenn, L. Covington

Measurable Objective 3:

100% of All Students will increase student growth with Blake Elementary implementing an in-depth review of Visual and Performing Arts for Program Review. in Art & Humanities by 05/24/2017 as measured by the Visual and Performing Arts Program Review rubric..

Strategy1:

Visual and Performing Arts Program Review - The instructional leadership team, in conjunction with our special area teachers, will review the Visual and Performing Arts Program Review rubric regularly. The team will share information about tasks and activities that are currently in place, in both the regular classroom setting and in our special area classes. In addition, the team will brainstorm activities/tasks that could enhance the effectiveness of visual and performing arts at Blake Elementary.

Category: Continuous Improvement

Research Cited:

Activity - Gallery Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Gallery Walk that integrates different components of Arts and Humanities combined with grade-level content. Students work will be displayed throughout Blake Elementary. Parents, community members, and all stakeholders are invited to attend and participate in the gallery walk. The activity will mirror what participants in a real art gallery would do when viewing an artist's work.	Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	D. Blankenship, homeroom teachers, S. Glenn, L. Covington, R. Williams, J. Banta

Comprehensive School Improvement Plan

Blake Elementary

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, K-5, attend Arts and Humanities as a special area weekly. Students participate in various activities including music (the different elements, playing musical instruments), arts (the different elements, creation, critique, display), and drama. Students will have opportunities to organize, practice, and present their elements of creation in a variety of settings.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	D. Blakenship

Activity - Integration with Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers design instruction and incorporate elements of the arts during reading and social studies. Many grades focus on genres of reading, including poetry and drama. While addressing these standards, teachers will allow students opportunities to use reader's theatre, historical simulations, intentional lessons about the cultural importance of dance and music from historical and modern day perspectives. Students also have the opportunity to participate in our drama and dance clubs offered after school.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, D. Blankenship, S. Glenn, L. Covington, R. Williams

Activity - Arts 5 x 5 Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences are provided through the utilization of the Arts 5 x 5 grant. Students get to attend professional plays and musical experiences at different local theatre companies. We also have artists-in-residence that provide instruction in our classrooms.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, P. Fitzgerald, S. Glenn, L. Covington, D. Blankenship

Measurable Objective 4:

53% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Writing by 05/24/2017 as measured by K-PREP .

Strategy1:

Writing Team Planning - Teachers will design instruction that is aligned with KCAS ELA writing standards and analyze student writing samples to determine understanding. They will use teacher and student-created rubrics with students and model the elements of writing by displaying proficient work from KDE released items, and classmates' writing using the document camera or multi-media projector. Students not meeting the standards will receive additional support through teacher and peer conferring with feedback. The writing workshop model will be used. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Comprehensive School Improvement Plan

Blake Elementary

Activity - Use of Models, Graphic Organizers and Rubrics for Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and students will use District-provided rubrics for the various genres of writing, as well as creating their own. The teacher will write with students and provide models of proficient and distinguished writing. Graphic organizers will be used in writing to help students organize their thoughts and the structure of their pieces. Students will assess their own writing pieces by checking them with rubrics and revising pieces to proficiency. Peer and teacher conferences with feedback will also be utilized.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S. Glenn, L. Covington, K. King, S. Scott

Activity - On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use In-Common On-Demand Writing prompts, activities, and rubrics throughout the school year. During PLCs, teachers will analyze student work and plan next steps for instruction. In addition, teachers will have students participate in authentic on-demand writing using prompts developed by our admin team and resource teachers. Teachers will choose one piece a month to display on the Writing Wall of Fame.	Academic Support Program	09/05/2016	12/15/2017	\$150 - General Fund	all teachers, S. Glenn, L. Covington, K. King, S. Scott

Goal 2:

By May 2017, students in the gap group will meet their 2016-2017 delivery targets for novice reduction.

Measurable Objective 1:

collaborate to reach 36% of third, fourth, and fifth grade GAP students to meet Novice Reduction Targets in English Language Arts by 05/24/2017 as measured by K-PREP..

Strategy1:

ELA Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited:

Activity - Connecting Writing with ELA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan opportunities for students to write to learn, write to publish, and write to demonstrate learning, including opportunities to perform writing on-demand, problem solving, and note-taking in ELA notebooks during reading instruction. Teachers provide students with timely and effective feedback.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - General Fund	All homeroom teachers, ELL and ECE teachers, Reading Recovery, ESS, S. Scott, K. King, S. Glenn, L. Covington

Measurable Objective 2:

SY 2016-2017

Page 175

Comprehensive School Improvement Plan

Blake Elementary

collaborate to reach 30% of 3rd, 4th, and 5th grade GAP students to meet Novice Reduction Targets in Mathematics by 05/24/2017 as measured by K-PREP..

Strategy1:

Math Professional Learning Communities and Common Team Planning - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins, Solution Tree

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Professional Learning Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All homeroom teachers, ELL and ECE teachers, K. King, S. Scott, S. Glenn, L.Covington

Goal 3:

By 2019, students will meet the 2018-2019 delivery targets.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Math Professional Learning Communities - Classroom teachers will function as Professional Learning Communities, focusing on student achievement. They will meet as teams to plan instruction, create common formative assessments, analyze the assessments, and differentiate instruction based on student needs.

Category: Continuous Improvement

Research Cited: DuFour, Stiggins

Comprehensive School Improvement Plan

Blake Elementary

Activity - Connecting Writing with Mathematics Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan opportunities for students to write to learn, write to publish, and write to demonstrate learning in mathematics, including opportunities to perform writing on-demand, problem solving, and note-taking in math notebooks during math instruction. Teachers provide students with timely and effective feedback.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott

Measurable Objective 2:

55% of Fifth grade students will demonstrate a proficiency in the Common Core State Standards in Writing by 05/24/2017 as measured by KPREP .

Strategy1:

Team Meetings to Plan Instruction - Teachers will meet weekly in teams to design writing instruction based on KCAS ELA reading, writing, and language standards using JCPS curriculum maps and writing resources. They will use scoring rubrics provided by JCPS and help students create rubrics themselves for self-assessment. They will analyze student work samples to determine understanding. Students will experience the three types of writing and will work through the stages of the writing process.

Category: Continuous Improvement

Research Cited: DuFour, Calkins

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan on demand writing instruction in KCAS ELA writing standards and analyze student work samples. The ILT will develop a systematic, school-wide on-demand writing plan. The process will schedule narrative, explanatory/informative, and opinion on-demand prompts that teachers will facilitate in the classroom. Teachers will use the prompts to formatively assess students, using the data to plan intentional, standards-based writing lessons designed to improve students' ability to write.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, S. Glenn, L. Covington

Activity - Comprehensive Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2016-2017 Comprehensive School Wide Literacy Plan outlines the writing and language standards required for each grade level. Teachers will spend at least 30 minutes a day on writing instruction, in addition to the integration of writing in other content areas. Teachers will provide models of proficient writing, and demonstrate how to write effectively to students. Rubrics and high-quality writing pieces will be provided to students, as well as student self-evaluation practices, peer feedback, and teacher feedback for strengthening their writing.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	S. Glenn, L. Covington, ILT, all teachers

Comprehensive School Improvement Plan

Blake Elementary

Activity - Writing Alignment, Integration, and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodically throughout the school year, teachers will meet in horizontal teams to align curriculum in KCAS ELA writing standards, and discuss what is being taught in writing at every grade level. Teachers will assess their teaching of writing standards and determine priority needs for professional development. Student samples of writing will be analyzed according to district rubrics so that next steps for instruction can be planned. All students will have working Writing Portfolios outlined by state standards that show growth over time and evidence of peer and teacher feedback that students have used to improve their writing pieces. Writing content will be integrated across the content areas.	Professional Learning	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, K.King, S.Scott, ILT

Activity - Writing Wall of Fame and Publication of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose one student's exemplary writing piece per classroom to be published and on display in a frame on the "Writing Wall of Fame" in the main hallway, for everyone to read and enjoy. Administrators and resource teachers will collaborate to write the monthly prompts.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington, ILT

Measurable Objective 3:

55% of Fifth grade students will demonstrate a proficiency in the Core Content Social Studies Standards in Social Studies by 05/24/2017 as measured by KPREP .

Strategy1:

Social Studies Team Planning - Teachers will meet regularly to design instruction based on rigorous social studies common core standards, plan common formative assessments, and analyze student data to determine understanding and monitor student achievement in social studies. They will use the results to create focus groups to enrich or intervene for students who do not understand and adjust instruction accordingly. (SB168 requirement)

Category: Continuous Improvement

Research Cited: DuFour

Activity - Writing in Social Studies Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write in social studies notebooks on a consistent basis to deepen their understanding of content. They will write to demonstrate their learning of social studies concepts during lessons taught.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	All teachers, S.Glenn, L.Covington

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?

Blake Elementary School is located off Blue Lick Road in southern Jefferson County. Our school serves 480 students in grades K-5, made up of 52.4% white, 24.9% African-American, 15.3% Hispanic, and 7.3% other races. In addition, we have 56 students in two preschool and one Head Start classroom. Approximately 89% of our students qualifies for free or reduced price lunches. Blake is an English as a Second Language (ESL) school, with approximately 15% of our students qualifying for ESL services. The unique features of our community are the fact that many of our students live in the surrounding neighborhood and come from diverse cultures and backgrounds. Many of our children live below the poverty line, and we have a mobility index of approximately 14%. It is challenging to get our parents actively involved in our school, and we continually seek new ways to welcome parents and guardians, so they can become informed advocates for their children's education. Blake has a small number of parents who participate actively in our PTA, and they, along with the staff, provide a variety of family events for the students. We have community partnerships with LG&E and KU, Home Depot, and The South Louisville Rotary Club to enrich our students' educational opportunities.

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.

BLAKE ELEMENTARY 2016-2017

VISION

Blake students are SMART!

S= Skilled for the 21st Century

M= Members of the Blake Community

A= Academically prepared

R= Ready to learn at all times

T= Thinking critically to solve problems

MISSION

To provide meaningful, quality instruction in order to prepare our students for the future.

We use the school's mission, vision, and values as part of our decision-making process to ensure that children are positively impacted by all that we do, and keep our students at the center of our daily actions toward continuous improvement. We are committed to providing a challenging academic environment that is engaging for all students, and teachers focus on improving students' metacognition and problem-solving skills. Blake is a Positive Behavior Supports and Interventions (PBIS) School, and students are held to high expectations for behavior. Our students' academic growth and accomplishments are recognized and celebrated regularly in the classrooms, and with schoolwide celebrations every grading period. Our teachers are committed to their own professional growth and effectiveness, and many participate in the JCPS-Bellarmine Literacy Project and UofL DREAM Math cohort. The strategies learned in their post-graduate classes are applied in teaching, to ensure that students are met where they are, and challenged to achieve grade level expectations and master Common Core standards. We provide enrichment and intervention opportunities for our students, based on individual needs, both during the day and in extended learning programs. We offer variety of extracurricular activities after school, such as academic team, basketball, cheerleading, coding club, soccer, dance club, karate club, and art lessons, in order to engage our students both academically and socially.

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.

Blake Elementary is working to increase learning for all students so that they meet or exceed proficiency in all subjects. Our teachers work in Professional Learning Communities to deconstruct Common Core standards, systematically analyze student work, and plan standards-based interventions to meet individual needs. Professional development is focused on improving teaching so that our educators are prepared to help students master grade level standards. Our teachers serve as instructional leaders and experts to help their colleagues grow and learn the most effective strategies for content instruction. We provide differentiated instruction to meet individual students' interests, learning styles, and areas of strength. Every effort is made to involve parents and community partners, as we work to enrich students' educational experiences and support their success through special events, family math and literacy nights, multicultural celebrations, as well as volunteer opportunities and PTA. We offer extended learning opportunities before school and daytime ESS and systematic interventions for struggling learners. Our goal is to continue improving in all five subject areas with a intentional focus on improving our students' reading and math abilities. Blake is the only school in Jefferson County to have a student Engineering Club with LG&E and KU, and our students work with engineers once a month to learn and practice engineering concepts.

Additional Information

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

At Blake Elementary, we believe in putting children first. Our students' safety, well-being, and feelings of belonging in our school community are of the utmost importance to us. We strive to develop caring relationships based on trust with every child, because we know we can't teach our students if we don't have relationships with them. All students receive guidance classes, anti-bullying education, and social skills instruction. All staff members receive cultural competence training, and we recognize and celebrate the diversity of our students and staff. Our PTA and school community worked hard to raise funds for the construction of our new playground for our students in 2016. Our Writing Wall of Fame is used to display exemplary pieces that students have written throughout the year. Honor Roll students are recognized throughout the year, as well as our students who have perfect attendance each month, K-PREP Proficient and Distinguished Scholars, and students showing improvement in one or more academic areas. Each homeroom teacher chooses one Student of the Month each month, and those students are also honored with certificates and their photos displayed in the hallway.