



Comprehensive School Improvement Plan

Bates 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.....	12
-------------------	----

Stakeholders.....	13
-------------------	----

Relationship Building.....	14
----------------------------	----

Communications.....	15
---------------------	----

Decision Making.....	17
----------------------	----

Advocacy.....	19
---------------	----

Learning Opportunities.....	20
-----------------------------	----

Community Partnerships.....	21
-----------------------------	----

Reflection.....	22
-----------------	----

Report Summary.....	23
---------------------	----

Improvement Plan Stakeholder Involvement

Introduction.....	25
-------------------	----

Improvement Planning Process.....	26
-----------------------------------	----

Phase I - Needs Assessment

Introduction.....	28
Data Analysis.....	29
Areas of Strengths.....	30
Opportunities for Improvement.....	31
Conclusion.....	32

Bates 2016-2017 CSIP

Overview.....	34
Goals Summary.....	35
Goal 1: Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.	
36	
Goal 2: Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data. .	40
Goal 3: Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data . .	43
Goal 4: Social Studies: To increase the percentage scoring proficient or higher to 81% by 2019 as measured by KPREP data.....	45
Goal 5: Program Review: All students at Bates Elementary will reach proficiency in all content areas assessed in the Program Review.....	47
Goal 6: AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.	49
Goal 7: Instructional Resources Goal.....	53
Activity Summary by Funding Source.....	55

Phase II - KDE Assurances - Schools

Introduction.....	64
Assurances.....	65

Phase II - KDE Compliance and Accountability - Schools

Introduction..... 71

Planning and Accountability Requirements..... 72

Executive Summary

Introduction..... 99

Description of the School..... 100

School's Purpose..... 101

Notable Achievements and Areas of Improvement..... 102

Additional Information 103

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.		School Equity Spreadsheet

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.

Bates Elementary provides equitable access to all students. 32 teachers out of 33 have 4 or more years of experience. All teachers are highly qualified and teaching in their area of certification. Based on 2016 KPREP data our highest percentage of GAP students are free and reduced lunch students at 51%. These students are placed heterogeneously among same age peers in classrooms.

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 for our school is the lack of ELL support for our non-English speaking students. Currently Bates Elementary has 4.1% of our student who are English Language Learners. 12.3% of our students have disabilities including OHI, EBD, MMD, PDOHI and SLD. These disabilities have created a barrier to reaching proficiency.

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.		Bates 16-17

Comprehensive School Improvement Plan

Bates Elementary

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:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to to reduce the percentage of novice GAP students in Reading by 12/31/2018 as measured by Unbridled Learning Accountability Model..

Strategy1:

Interventions - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category:

Research Cited: Marzano

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	03/11/2013	12/31/2018	\$2500 - State Funds	Teachers and ESS Teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	10/08/2012	12/31/2018	\$0 - No Funding Required	Classroom Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	09/10/2012	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Measurable Objective 2:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	10/27/2015	12/31/2018	\$3500 - State Funds	Teachers and ESS Teachers

Activity - Every 1 Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Every 1 Reads tutoring program and recruit more community members to read with children as evidenced by volunteer logs.	Tutoring	08/20/2013	12/31/2018	\$0 - No Funding Required	FRC Coordinator

Activity - Additional Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Assistants will use Reading Mastery, Comprehension Plus, and Quick Reads; Parent volunteers will use teacher generated reading interventions to provide support to qualifying students.	Academic Support Program	08/20/2013	12/31/2018	\$40600 - General Fund	Resource Teacher, Teachers, Instructional Assistants

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Classroom Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - MTSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time interventionist will provide daily Tier 3 intervention to students, develops job embedded professional development, and monitors implementation of MTSS program while tracking student progress.	Academic Support Program	10/05/2015	12/31/2018	\$60000 - General Fund	Interventionist

Activity - Cub Club/Language Lab Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in P1 working below grade level benchmarks will participate in intervention strategies to enrich vocabulary, develop letter recognition, identify letter sounds, and develop small and large motor skills.	Academic Support Program	09/01/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Measurable Objective 3:

32% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

ECE Specific Support - Collaborate with district ECE consulting teachers for resources to support our ECE reading goals.

Category: Integrated Methods for Learning

Research Cited: Friend, M.

Activity - Reading Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will utilize educational software programs to support academic needs	Academic Support Program	08/20/2014	12/31/2018	\$1200 - General Fund	ECE teachers and ECE consulting teacher

Strategy2:

ECE Supplemental Programs - To provide a supplemental program to increase achievement in fluency and comprehension.

Category: Learning Systems

Research Cited:

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying ECE students will receive researched based best practices instructional strategies to support academic needs.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	ECE Teachers, ECE Consulting Teacher

Comprehensive School Improvement Plan

Bates Elementary

Goal 2:

Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to reduce the percentage of novice GAP students in Mathematics by 12/31/2018 as measured by Unbridled Learning Accountability Model.

Strategy1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0 - No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$2500 - General Fund	Teachers

Measurable Objective 2:

47% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0 - No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$2500 - General Fund	Teachers

Goal 3:

Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data

Measurable Objective 1:

44% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Focus Groups - Students will engage in focus groups to reinforce the writing process.

Category: Learning Systems

Research Cited: Friend, M

Activity - Writing mini lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups will focus on mini lessons that reinforce the writing process.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Goal 4:

PGES: Bates Elementary has implement the Professional Growth and Effectiveness System (PGES). By December 2018 we will have systems and procedures in place to implement all components of PGES and OPGES effectively and to fidelity.

Measurable Objective 1:

collaborate to increase teachers' understanding of the PGES components and how to implement best practice strategies into their instruction by 12/31/2018 as measured by surveys or other checks of understanding after professional development activities..

Strategy1:

Professional Learning - Teachers will participate in after school PD to support PGES and best practice instructional strategies.

Category: Teacher PGES

Research Cited:

Activity - Review Implementation of PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administration will review and critique the PGES process at the end of the year. They will decide next steps for the following school year.	Professional Learning	11/24/2014	12/31/2018	\$0 - No Funding Required	Teachers and Administration

Comprehensive School Improvement Plan

Bates Elementary

Activity - PGES Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders have been introduced, trained, and are leading professional development in each category of PGES.	Professional Learning	01/07/2014	12/31/2018	\$0 - No Funding Required	Administration, Teacher Leaders

Activity - Peer Observers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of teachers were identified as peer observers. They were trained and will begin peer observing this school year.	Professional Learning	08/01/2014	12/31/2018	\$0 - District Funding	Teacher Leaders and Administration

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?

Instructional Leadership Team communicated with all staff members in which they represent to gather feedback for the completion of the Missing Piece diagnostic. Input was also gathered from our goal clarity coach, the administrative team and parents.

Relationship Building

Overall Rating: 3.57

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Overall Rating: 3.71

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Bates 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: 3.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

Comprehensive School Improvement Plan

Bates 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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.67

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

Overall Rating: 3.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership 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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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

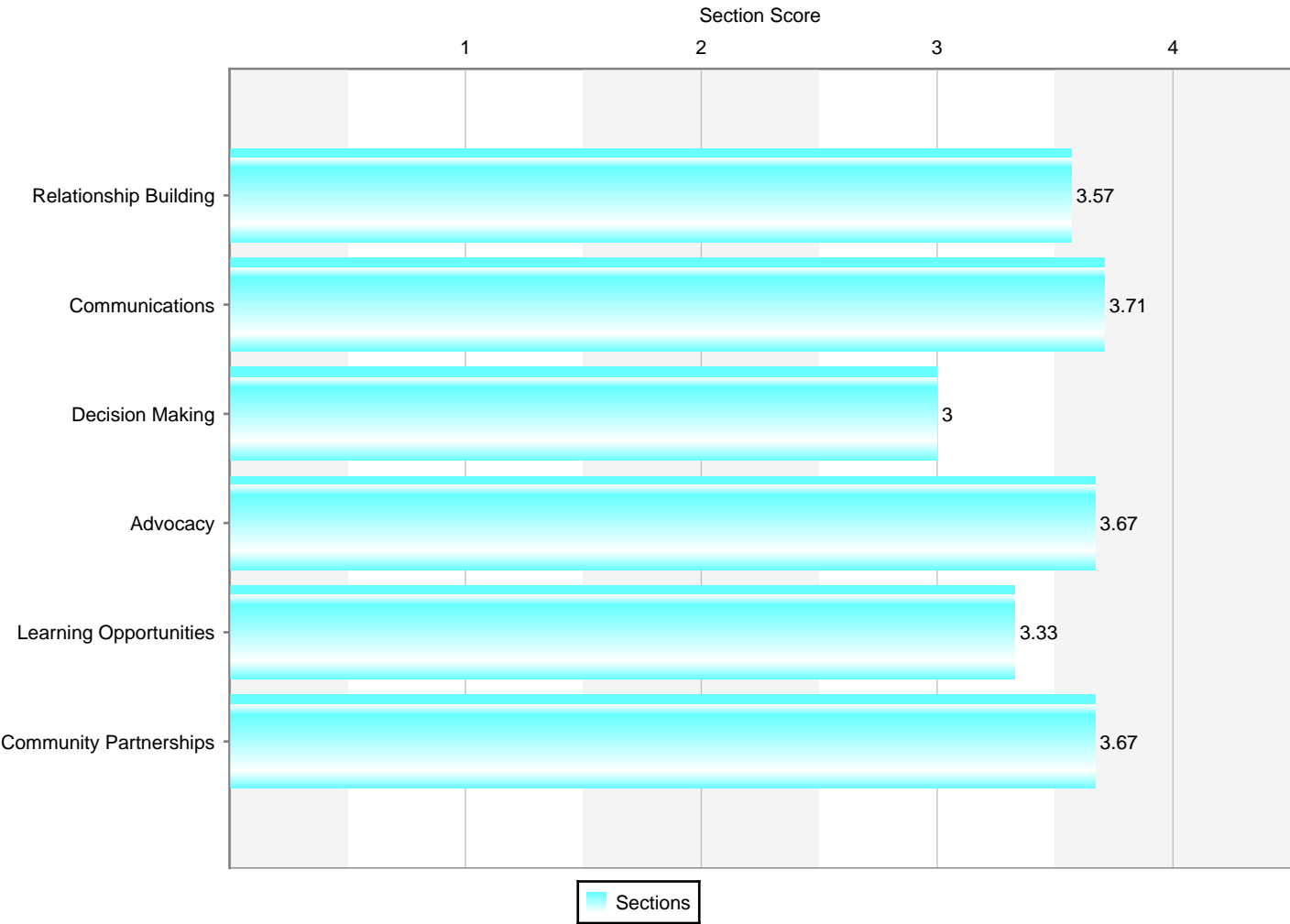
Reflection

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

Upon reflection of the Missing Piece objectives we found that an area of growth is to provide training workshops to parents so they can be a partner in helping facilitate their child's learning.

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.

Bates Elementary involves all stakeholders when developing the CSIP. Based on test data, surveys and district recommendations, the Instructional Leadership Team constructed our plan. The ILT team consists of the principal, teacher leaders for each grade and department, assistant principal, goal clarity coach, FRC and counselor. The plan was reviewed by all teachers, approved by the Instructional Leadership Team and approved by SBDM.

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

The instructional leadership team comprised of teacher leaders, administration and Goal Clarity Coach collaborate to develop the CSIP which includes the stakeholder piece for improvement. This group is responsible for implementing strategies and monitoring the outlined in the CSIP. This plan is reviewed as needed at ILT meeting for updates and communicated to respective groups. SBDM our governing body represents teachers, parents and administration makes final decisions in policy for school improvement as well as resources necessary.

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

The CSIP was shared with I.L.T. for editing and recommendations. The Administrative team reviewed CSIP for approval. CSIP was shared at SBDM for approval. CSIP was provided to each teacher at faculty meeting and will be in teacher handbook each year. The CSIP will be reviewed at the beginning of each school year and midyear for an implementation check.

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?

Our multi-layered approach of data analysis utilized the 2016 KPREP and Self-Assessment survey results in addition to district diagnostic and proficiency assessments, Kentucky Tell Survey, DRA2 scores and running record data, as well as strategic charting of our students' progress to identify our academic improvement needs and achievement gaps.

The data indicates the scores and overall improvement goals that drive our school improvement plan. Our trend data shows a marked improvement from the 2013 to the 2016 assessment. There was a 11.2 increase in the total Index. The school category moved from Needs Improvement in 2013 to Distinguished in 2016. There was an increase in reading proficiency of 15.7%, in math proficiency of 17.9%, and in writing proficiency of 23.2%. Our third graders outperformed both the district and state for three consecutive years in both reading and math proficiency. This is a strong indicator that our primary program, as well as third grade teachers are preparing our students for the Intermediate Program and beyond. On the 2016 KPREP we were measured in the categories of achievement, gap, and growth. We used this information to determine our strengths and areas for growth. The data shows that we increased in all 5 areas but had the strongest gains in the area of Achievement in Social Studies and Writing. In 2016, we were once again designated as a Focus School due to reading scores of students with a disability and IEPs. While we improved in our Gap scores, we still need to focus on closing our achievement gaps. The data also tells us we need to increase the number of proficient and distinguished students in reading, math, and writing. The data does not tell us whether or not teachers are aligning lessons to the KCAS standards, but we are inferring from the data that intentional alignment will increase student knowledge and achievement.

For non-academic indicators we use attendance data as well as suspension data to identify our strengths/weaknesses. The data indicates attendance is a focus area for our school.

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?

Bates can celebrate our academic performance in all areas. Bates outperformed both the district and the state in the areas of Reading, Social Studies, Writing, and Writing Mechanics. Bates has had huge gains in the area of writing. We have been focused on writing instruction, we have ensured our instruction is aligned to the ELA KCAS standards and we have supported teachers' efficacy through professional development focused on writing. In 2013 11.8% of our GAP students were proficient in writing. In 2016 43.6% of our GAP students scored in the proficient category in writing. Our students' success evidence effective teacher collaboration, intentional lessons which include research based best practices and successful professional development.

Besides the best practices being implemented, Bates effectively uses fiscal resources to supplement the core program with capable support staff who work with struggling students and coach teachers in strategies that increase student achievement. The strength of the writing program is particularly noted in the increased scores. We contribute this to a focus on vertical alignment and raising expectations at all grade levels, student goal setting, and student conferences to provide feedback. In addition, many of our extracurricular provide opportunities for students to excel in academic fields, such as robotics and academic teams.

At Bates, we are continuously analyzing data to monitor our student's progress. Time is allocated during Professional Learning Communities (PLCs), embedded PD and faculty meetings to discuss our direction and provide support with achieving it. Administrators and teachers monitor student progress using an Excel spreadsheet which tracks District proficiencies and state assessments. Parents are provided information about intervention programs that challenge and support student achievement and are regularly informed of student progress. We believe that we can also celebrate a positive school culture, evidenced by the Kentucky Tell Survey, where we received percentages increased in every area. The three highest areas of approval were as follows: (1) Community support and involvement (100%) (2) Time for teachers to collaborate with colleagues. (3) Effective Teacher Leadership.

Opportunities for Improvement

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

As noted in the KY Tell Survey as an area for improvement is to design professional development to meet the needs of all teachers. We have begun to offer differentiated workshops at our Professional Development Days, use in-house surveys to determine needs and interests, involve both primary and intermediate teachers in the planning process, and involve the Instructional Leadership Team in all processes. In addition, the district offers a plethora of sessions from which to choose. Teachers are supported by the Principal to attend these sessions when they are matched with programmatic needs. Also, we have initiated monthly committee work in which all teachers participate as a means give opportunities for more teacher input.

A second area for growth at Bates is for us to ensure that all programs are implemented with fidelity while at the same time aligning those programs to district maps and expectations. We have begun the process of using PLC time to map the programs curriculum with the districts curriculum, and to identify gaps that may exist. This has been a steep learning curve for our teachers and we believe that we have steadily improved but more work needs to occur in this area. In addition, we need to work to ensure that PLC time is dedicated to analyze data from formative assessments on a weekly basis.

Student achievement, specifically in the areas of achievement, gap, and growth are now the focus of our PLC's. We are analyzing student work, interpreting the data and planning together to meet the standards and increase student academic achievement. Teachers are implementing standard based lessons that are rigorous, challenging, and employ strategies that support our mission and goals. We are providing more interventions to gap students than we have before, with the assistance of an added intervention specialist to the staff. We have a tiered intervention/enrichment program to meet the needs of our tier 1, tier 2 and tier 3 students through in class core instruction, small focus groups and intensive individualized instruction. This includes computer programs such as Lexia.

For non-academic indicators, our need is to improve attendance and decrease the number of suspensions. We began a school wide attendance PLAN created in ILT and approved in SBDM. We are focused on becoming a culturally responsive school. Our Assistant Principal is leading a Student Response Team and put into place a positive action center in order to decrease the our number of suspensions and focus our school on becoming culturally responsive.

Our suspension rates have decreased and our attendance rate has increased due to school wide initiatives, and we will continue to monitor and improve our culturally responsive school and system.

Conclusion

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

To create a school of change, we are focusing on the following three areas; collaboration, capacity, and culture. Through collaboration with our stakeholders we will establish communication of our goals, areas of improvement, and plan of action. We will continue to build capacity with our teachers forming professional learning communities that inspire intellectual growth and leadership. Finally, building a positive culture is of the utmost importance. We continue this work through celebrations, recognition, modeling a mutual respect where everyone feels valued as well as continual collaboration.

We have many successes to celebrate. We will continue the programs and processes that have been successful. We will improve our professional learning communities practices. We will implement a renewed focus on our Advance Program and our at risk (gap) students. We will focus on growth through progress monitoring of every student. We will provide tiered services, individualized to each student. We will take steps to improve our core instruction through higher-level questions and raising the level of expectations. We will support our teachers by providing job-embedded training and differentiated sessions. We will continue to align our curriculum both horizontally and vertically. It is through this change that Bates will increase student learning in the areas of achievement, gap and growth. We will become a culturally responsive school focused on each individual student.

Bates 2016-2017 CSIP

Overview

Plan Name

Bates 2016-2017 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.	Objectives: 4 Strategies: 9 Activities: 22	Academic	\$0
2	Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.	Objectives: 3 Strategies: 5 Activities: 8	Academic	\$0
3	Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$0
4	Social Studies: To increase the percentage scoring proficient or higher to 81% by 2019 as measured by KPREP data.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
5	Program Review: All students at Bates Elementary will reach proficiency in all content areas assessed in the Program Review.	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$0
6	AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.	Objectives: 1 Strategies: 8 Activities: 19	Organizational	\$0
7	Instructional Resources Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2019 as measured by KPREP.

Strategy 1:

District Curriculum Documents - Teachers will utilize JCPS curriculum documents to support the learning goals.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H.

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade groups will communicate "I can" statements verbally and in writing to students at the beginning of lessons. These will be communicated to parents in newsletters.	Direct Instruction	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Strategy 2:

Library Collaboration - Library is an integral component of the District Literacy System.

Category: Learning Systems

Activity - Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The librarian will collaborate with the teachers to support literacy instruction in the classroom, i.e., genres, exposure to a variety of texts, incorporating literary and informational reading into the core content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	General Fund	Librarian

Strategy 3:

Challenging Students (MTSS) - Teachers will provide challenging reading tasks to all reading levels according to level.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Tomlinson, C.S.

Activity - Accelerated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize higher level questioning strategies and differentiated activities during instruction based on the individual students needs as evidenced by walkthroughs. (Lexile 4 -5 , DRA K - 5)	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated strategies to meet the needs of identified students by assigning reading materials correlated to Lexile levels (4 - 5) and DRA (K - 3).	Academic Support Program	10/05/2015	12/31/2018	\$0	No Funding Required	Teachers Goal Clarity Coach Literacy Coach

Strategy 4:

Content Integration - Reading content will be integrated across all content areas.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J.

Activity - Reading across curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading vocabulary and comprehension strategies, such as Close Reading will be integrated across all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Informational Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-fiction informational texts will be incorporated during Reading Workshop to support core content vocabulary across the curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Strategy 5:

Reading Workshop - Teachers will utilize reading programs and instructional strategies that support instruction during Reading Workshop using the Daily 5 format.

Category: Integrated Methods for Learning

Research Cited: Boushey & Moser

Activity - Reading Instructional Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate Teachers (4th & 5th grade) will utilize the program,Journey, as apart of reading instruction.	Academic Support Program	08/15/2014	12/31/2018	\$0	No Funding Required	Teachers

Activity - Workshop Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize classroom libraries, Rigby materials, bookroom sets, Comprehension Toolkit, exemplar texts to support reading instruction in meeting the standards, making meaning, district supports, Leveled Literacy, and Journeys(4th & 5th).	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P2-5th grade students will engage in fluency activities utilizing fluency kits, Quick Reads, and Reader's Theater.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Word Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work will occur as part of Daily 5 (daily for primary; at least 3 times per week for intermediate). Teachers will utilize Fountas and Pinnell Phonics, Journey's, Making Meaning, and other appropriate materials.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Measurable Objective 2:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy 1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - Cub Club/Language Lab Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in P1 working below grade level benchmarks will participate in intervention strategies to enrich vocabulary, develop letter recognition, identify letter sounds, and develop small and large motor skills.	Academic Support Program	09/01/2013	12/31/2018	\$0	No Funding Required	Resource Teacher

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	P2 Teachers and Instructional Assistants

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Classroom Teachers

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

Bates Elementary

Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	10/27/2015	12/31/2018	\$0	State Funds	Teachers and ESS Teachers
Activity - Additional Reading Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Assistants will use Reading Mastery, Comprehension Plus, and Quick Reads; Parent volunteers will use teacher generated reading interventions to provide support to qualifying students.	Academic Support Program	08/20/2013	12/31/2018	\$0	General Fund	Resource Teacher, Teachers, Instructional Assistants
Activity - Every 1 Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand the Every 1 Reads tutoring program and recruit more community members to read with children as evidenced by volunteer logs.	Tutoring	08/20/2013	12/31/2018	\$0	No Funding Required	FRC Coordinator
Activity - MTSS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full time interventionist will provide daily Tier 3 intervention to students, develops job embedded professional development, and monitors implementation of MTSS program while tracking student progress.	Academic Support Program	10/05/2015	12/31/2018	\$0	General Fund	Interventionist

Measurable Objective 3:

32% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy 1:

ECE Specific Support - Collaborate with district ECE consulting teachers for resources to support our ECE reading goals.

Category: Integrated Methods for Learning

Research Cited: Friend, M.

Activity - Reading Instructional Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will utilize educational software programs to support academic needs	Academic Support Program	08/20/2014	12/31/2018	\$0	General Fund	ECE teachers and ECE consulting teacher

Strategy 2:

ECE Supplemental Programs - To provide a supplemental program to increase achievement in fluency and comprehension.

Category: Learning Systems

Comprehensive School Improvement Plan

Bates Elementary

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying ECE students will receive researched based best practices instructional strategies to support academic needs. .	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	ECE Teachers, ECE Consulting Teacher

Measurable Objective 4:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to to reduce the percentage of novice GAP students in Reading by 12/31/2018 as measured by Unbridled Learning Accountability Model..

Strategy 1:

Interventions - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category:

Research Cited: Marzano

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	09/10/2012	12/31/2018	\$0	No Funding Required	P2 Teachers and Instructional Assistants

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	10/08/2012	12/31/2018	\$0	No Funding Required	Classroom Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	03/11/2013	12/31/2018	\$0	State Funds	Teachers and ESS Teachers

Goal 2: Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

Comprehensive School Improvement Plan

Bates Elementary

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy 1:

Alignment of Instruction to KCAS and Engage New York - Teachers will implement programs that support the KCAS standards as well as Engage New York.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Jacobs, H.H.

Activity - Engage NY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades P1 - 5th will utilize the Engage NY program and other supplemental materials to implement the new math standards as evidenced in lesson plans and during walkthroughs. These additional supports include remediation and enrichment lessons from Engage NY Modules, Number Talks, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - KPREP Material Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approved KPREP materials will be used during math instruction and assessments (i.e., calculators, graph paper, rulers, scrap paper) as evidenced in lesson plans and during walkthroughs.	Other	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Strategy 2:

Best Practices - Teachers must utilize Best Practice designed for their grade level.

Category: Integrated Methods for Learning

Research Cited: Marzano R.J., Saphier, J.

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers must utilize Best Practices designed for their grade level. Best Practices include hands-on instruction, learning logs, exit slips, technology, essential questions, and use of manipulatives as evidenced by lesson plans and walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use researched base math strategies that focus on the progression of learning from concrete, to semi-concrete, and finally abstract to improve student's number sense.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Strategy 3:

Problem Solving Tools - Students will use problem solving tools to solve math problems.

Category: Integrated Methods for Learning

SY 2016-2017

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Comprehensive School Improvement Plan

Bates Elementary

Activity - Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P4-5th grade students will use calculators on a regular basis as a problem solving tool for real life situations as evidenced during walkthroughs.	Technology	08/20/2013	12/31/2018	\$0	General Fund	Teachers

Strategy 4:

Differentiated Instruction - Teachers will meet the needs of individual students.

Category: Integrated Methods for Learning

Research Cited: Tomlinson, C.S., & McTighe, J.

Activity - Advanced Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in 3rd, 4th, and 5th grades will have the opportunity to participate in an advanced math curriculum during small and whole group instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	3rd, 4th and 5th grade teachers

Measurable Objective 2:

47% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

(shared) Strategy 1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$0	General Fund	Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0	No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Measurable Objective 3:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to reduce the percentage of novice GAP students in Mathematics by 12/31/2018 as measured by Unbridled Learning Accountability Model.

(shared) Strategy 1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Comprehensive School Improvement Plan

Bates Elementary

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$0	General Fund	Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0	No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Goal 3: Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data

Measurable Objective 1:

44% of Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy 1:

Writing Prompts - Students will practice grade appropriate writing on demand prompts.

Category: Learning Systems

Activity - Real World Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will respond to grade appropriate Real World On Demand Writing Prompts (P1-P4 monthly, 4th-5th weekly)	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Resource Teacher and Teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and peers will provide students with specific and timely feedback about their writing.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Timed Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P4-5th grade students will participate in timed prompts using the writing process and resources. (i.e., dictionary, thesauri, graphic organizer, etc)	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Writing Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use various writing formulas while responding to On Demand prompts such as, SREE and 5 paragraph essays..	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Writing Star Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Proficient student On Demand writing will be showcased monthly. Teachers will add descriptive feedback to each showcased writing piece.	Academic Support Program	11/11/2013	12/31/2018	\$0	No Funding Required	Resource Teacher and Teachers

Strategy 2:

Language Mechanics Practice - Teachers will integrate language mechanic lessons within daily instruction.

Category: Integrated Methods for Learning

Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P4-5th grade students will practice teacher and district generated Flashbacks weekly.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	P4-5th grade teachers

Activity - Word Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide mini lessons to support language standards. All students will practice language mechanics as part of word work daily.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Daily Edit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P1-P3 students will edit the classroom morning message to practice language mechanics.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	P1-P3 Teachers

Strategy 3:

Instructional Support for Literacy - Literacy + class will be developed to enhance/supplement instruction of the reading and writing standards for 4th and 5th grade students.

Category: Integrated Methods for Learning

Research Cited: Marzano

Activity - Integrating Writing Across Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bates Elementary

All students will be given opportunities daily to respond to reading through writing in all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	All teachers
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Activity - Literacy Support Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy specialist will collaborate with teacher to improve literacy instruction by data analysis, modeling lessons, co-teaching lessons, planning/giving professional development, and conducting small group remediation for targeted students.	Academic Support Program	08/11/2015	12/31/2018	\$0	General Fund	Literacy Specialist

Measurable Objective 2:

44% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy 1:

Focus Groups - Students will engage in focus groups to reinforce the writing process.

Category: Learning Systems

Research Cited: Friend, M

Activity - Writing mini lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups will focus on mini lessons that reinforce the writing process.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Goal 4: Social Studies: To increase the percentage scoring proficient or higher to 81% by 2019 as measured by KPREP data.

Measurable Objective 1:

69% of Fifth grade students will demonstrate a proficiency in common core standards in Social Studies by 06/03/2016 as measured by KPREP data.

Strategy 1:

Character Education - Students will practice key character traits weekly.

Category:

Activity - Character Bound/CARE for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bates Elementary

Students will participate in various character developing activities,i.e., Morning Meeting, Check In Meeting, Buddy Program as evidenced by walkthroughs and lesson plans. All students will form a relationship with at least one adult in the building resulting in decreased behavior referrals.	Academic Support Program	12/02/2013	12/31/2018	\$0	No Funding Required	Teachers
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Activity - Social Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will participate in social skill activities during resource time.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	ECE Teachers

Strategy 2:

Community Resources - Students will participate in various social studies experiences to support core content.

Category:

Activity - Speakers/Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan guest speakers and arrange field trips to support social studies core content.	Community Engagement	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Strategy 3:

Best Practices - Teachers will utilize Best Practice methods to support social studies core content.

Category:

Activity - Word Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will utilize a unit social studies vocabulary display as evidenced by walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Wax Museum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate understanding of social studies core content (historical figures) by creating and presenting projects.	Academic Support Program	02/03/2014	12/31/2018	\$0	No Funding Required	5th grade teachers, librarian

Activity - Culture Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate understanding of social studies core content (Elements of Culture) by creating and presenting projects.	Academic Support Program	10/01/2013	12/31/2018	\$0	No Funding Required	P4 Teachers, Librarian

Measurable Objective 2:

64% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/03/2016 as measured by KPREP data.

Strategy 1:

Focus Groups - The students will reach core content goals after working in focus groups for instructional support.

Category:

Research Cited: Friend, M

Activity - Social Studies Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in focus groups investigating different informational texts to support SS Standards.	Academic Support Program	10/12/2015	12/31/2018	\$0	No Funding Required	Teachers

Goal 5: Program Review: All students at Bates Elementary will reach proficiency in all content areas assessed in the Program Review.

Measurable Objective 1:

demonstrate a proficiency in Arts/Humanities, Practical Living/Career Studies, and Writing by 12/31/2018 as measured by demonstrators in the Program Review.

Strategy 1:

Writing - Activities will be planned to target demonstrators of weakness in writing.

Category: Learning Systems

Research Cited: Marzano, R.J.

Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will develop a writing policy to support the school writing plan.	Policy and Process	08/20/2013	12/31/2018	\$0	No Funding Required	SBDM Council

Activity - Self Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-assess and create their own scoring guides/rubrics.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

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

Bates Elementary

Student achievement will increase as a result of teachers participating in PD to address writing across all content areas.	Professional Learning	02/01/2013	12/31/2018	\$0	No Funding Required	Resource Teacher and Teachers
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Activity - Technology Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PD to support technology in writing, i.e., Blogs, Podcasts, emails, etc.	Professional Learning	08/20/2013	12/31/2018	\$0	No Funding Required	STC, District Resource Teachers, Teachers

Strategy 2:

Practical Living/Career Studies - Activities will be planned to target demonstrators of weakness in Practical Living/Career Studies.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Fitness teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the PLCS curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Fitness Teacher, ECE Teachers

Activity - Written Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in continual written reflections, such as Extended Responses, Exit Slips, Quick Writes, etc. Students and teachers will develop rubrics/scoring guides with expectations for quality performance.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Practical Living Teacher

Activity - Student Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze student data and develop an intervention plan to support student growth in PL/CS. Data analysis will drive instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Practical Living Teacher

Activity - Community Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will arrange guest speakers from the community to focus on college and career readiness.	Community Engagement	08/20/2013	12/31/2018	\$0	No Funding Required	Practical Living Teacher

Strategy 3:

Arts&Humanities - Activities will be planned to target demonstrators of weakness in Arts&Humanities.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Bates Elementary

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts&Humanities teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the A&H curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Arts&Humanities Teacher
Activity - Art Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively seek grants and funding to support the arts program for all students.	Other	08/20/2013	12/31/2018	\$0	No Funding Required	A&H Teacher, Resource Teacher
Activity - Gallery Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, teachers, and the community will be invited to participate in a gallery walk to view, respond, and reflect on visual art produced by students.	Community Engagement	08/20/2013	12/31/2018	\$0	No Funding Required	Arts&Humanities Teacher
Activity - Talent Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide expanded opportunities for students to develop and enhance their own visual and/or performing art talents.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Arts&Humanities Teacher
Activity - Hand Chimes Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in 3rd grade participate weekly in a hand chimes enrichment opportunity.	Academic Support Program	10/05/2015	12/31/2018	\$0	No Funding Required	Teachers

Strategy 4:

Promoting Student Wellness - Students will engage in activities to promote health and wellness.

Category: Integrated Methods for Learning

Activity - Healthy Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction to promote making healthy choices; nutrition education and 20 - 30 minutes of physical activity daily. The Physical Best Standard assessment will be administered to measure and monitor student health. Parents and SBDM will receive a "fitness report card" as to the health of our students at Bates.	Policy and Process	08/20/2013	12/31/2018	\$0	No Funding Required	Fitness Teacher, Teachers

Goal 6: AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.

Measurable Objective 1:

demonstrate a proficiency in the three components: achievement, gap, and growth by 12/31/2018 as measured by KPREP data.

Strategy 1:

Assessments - Students will be assessed and monitored in each curricular area throughout the school year.

Category: Continuous Improvement

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments, mid-point checks, unit tests, and anecdotal observations to monitor student progress.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers, Resource Teachers, RTI school based coordinator

Activity - ERQ Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a specific format (SREE, ABE, etc.) for answering ERQ's. This format will be utilized by students in 3rd-5th grade.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	3rd-5th grade teachers

Activity - Self Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3rd-5th will self monitor progress by keeping assessment folders of proficiency assessments by identifying their level of proficiency in all tested content areas and develop goals for each proficiency assessment.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	P4-5th Teachers

Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flashbacks will be used daily in grades P4-5th to review content and provide practice with answering multiple choice questions.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	P4-5th Teachers

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disaggregated data will be collected and analyzed every grading period to evaluate student progress. This data will be displayed in a Data Binder and posted to serve as a visual for teachers to evaluate student success with planned activities and drive further instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	No Funding Required	Resource Teacher, Teachers, Administrator

Comprehensive School Improvement Plan

Bates Elementary

Strategy 2:

Professional Development - Student achievement will increase as a result of teachers attending district and school professional development sessions.

Category: Professional Learning & Support

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to engage in the following PD's to enhance instruction and support national standards throughout the year: PLC training, Engage New York, Leader in Me, On-Demand Writing, Science/Literacy, Writing Process (CUPS), Utilizing Common Core Coach book, Writers Workshop, Complex Text, Informational Text, Fluency and Vocabulary, etc.	Professional Learning	08/20/2013	12/31/2018	\$0	General Fund	Resource Teacher, STC, Teachers, District Resource Staff

Strategy 3:

Parent Involvement/Communication - Student achievement will increase as a result of teacher-parent collaboration and school involvement.

Category: Stakeholder Engagement

Activity - Communicating Learning Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share learning goals in weekly newsletters.	Parent Involvement	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and implement meaningful activities that engage parents in student learning. (homework, projects, games, technology, etc)	Parent Involvement	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Progress Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed regularly of student progress, (graded papers, notes, progress reports, report cards, conferences, Monday folder, parent portal).	Parent Involvement	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Parent Feedback/Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to provide feedback/input through district and state surveys (i.e. Stakeholder Survey, Comprehensive School Surveys, etc.), during parent conferences, parent representation (SBDM), PTA Board Meetings, etc.	Community Engagement	08/20/2013	12/31/2018	\$0	No Funding Required	Administrators

Strategy 4:

Removing Barriers - Programs and/or resources will be provided for social, emotional, behavioral, and academic supports for students.

Comprehensive School Improvement Plan

Bates Elementary

Category: Integrated Methods for Learning

Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student needs will be addressed through school and district resources as well as state-wide agencies, i.e., FRC, Counselor, 7 Counties Services,etc.	Other	08/20/2013	12/31/2018	\$0	No Funding Required	FRC Coordinator, Counselor, Social Worker, District Support Staff

Strategy 5:

Technology - Teachers will utilize technology to support instruction.

Category: Integrated Methods for Learning

Activity - Smartboard Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While using the Smartboard, teachers will utilize SMART technology to engage the learner and support instruction.	Technology	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Interactive Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in interactive technology experiences, i.e., Jeopardy Game, Virtual Tour, Engage New York whiteboard lessons	Technology	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers

Activity - Technology Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Easy Tech Program to build technology skills.	Technology	08/20/2013	12/31/2018	\$0	General Fund	Technology Teacher

Strategy 6:

Teacher Collaboration - To increase student achievement, teachers will meet together to analyze and monitor student progress.

Category: Professional Learning & Support

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC protocol as they meet weekly to monitor, analyze, and evaluate student data. This information informs instruction as evidenced by minutes of meetings, walkthroughs and lesson plans. The impact of professional learning activities on student achievement will be monitored and evaluated on a regular basis, as evidenced in minutes, walkthroughs, and Conference Summary Reflections.	Professional Learning	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers and Evaluating Administrators

Comprehensive School Improvement Plan

Bates Elementary

Activity - Content Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet horizontally and vertically during faculty meeting time and/or embedded PD in order to articulate the expectations and pacing for each level and analyze student work to ensure that instruction and assessment are rigorous as evidenced by student work and faculty/embedded PD meeting minutes.	Professional Learning	08/20/2013	12/31/2018	\$0	No Funding Required	Teachers, Resource Teacher, Administrators

Strategy 7:

Motivation - Student achievement will increase as a result of participating in motivational activities.

Category: Learning Systems

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be showcased for achieving set instructional goals through newsletters, bulletin boards, Kriz Kids, Paws to Notice, Writing Stars, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0	General Fund	Teachers and Administrators

Strategy 8:

Attendance - Student achievement will increase as a result of attending school every day.

Category: Management Systems

Activity - Attendance Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Committee will meet monthly to analyze attendance data and discuss individual student attendance issues with families. The FRC coordinator will work with families/students to remove barriers that impede attendance. Efforts will be made to match appropriate health and social services to families in order to maximize student attendance and promote learning. Attendance groups were formed and assigned to administration to further motivation.	Other	08/20/2013	12/31/2018	\$0	No Funding Required	Administrators, FRC, Pupil Personnel Social Worker, Attendance Clerk

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will receive recognition for perfect attendance daily during afternoon announcements and on the bulletin board in the front lobby. Classes with highest percentage each month will receive special recognition.	Other	08/20/2013	12/31/2018	\$0	No Funding Required	FRC Coordinator, Teachers, Support Staff

Goal 7: Instructional Resources Goal

Comprehensive School Improvement Plan

Bates Elementary

Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to the Kentucky Core Academic Standards based on classroom practices by 12/31/2018 as measured by 100% of the funds allocated for Instructional Materials (textbooks) are being used to improve student access to high quality standards aligned resources..

Strategy 1:

Instructional Resource Identification and Alignment* - A committee will compare the available resource against a rubric to determine the resources that best support classroom instruction.

Category: Management Systems

Activity - Textbook Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will develop a rubric to be able to compare available resources to support instructional practices.	Policy and Process	12/01/2015	12/31/2018	\$0	Text Books	Principal, SBDM, Textbook Committee

Activity - Sufficient Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.	Academic Support Program	12/06/2016	12/31/2018	\$0	Text Books	ILT

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sufficient Access	Ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.	Academic Support Program	12/06/2016	12/31/2018	\$0	ILT
Textbook Committee	A committee will develop a rubric to be able to compare available resources to support instructional practices.	Policy and Process	12/01/2015	12/31/2018	\$0	Principal, SBDM, Textbook Committee
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Support Resource	Literacy specialist will collaborate with teacher to improve literacy instruction by data analysis, modeling lessons, co-teaching lessons, planning/giving professional development, and conducting small group remediation for targeted students.	Academic Support Program	08/11/2015	12/31/2018	\$0	Literacy Specialist
Reading Instructional Supports	ECE teachers will utilize educational software programs to support academic needs	Academic Support Program	08/20/2014	12/31/2018	\$0	ECE teachers and ECE consulting teacher
Professional Development Opportunities	Teachers will have the opportunity to engage in the following PD's to enhance instruction and support national standards throughout the year: PLC training, Engage New York, Leader in Me, On-Demand Writing, Science/Literacy, Writing Process (CUPS), Utilizing Common Core Coach book, Writers Workshop, Complex Text, Informational Text, Fluency and Vocabulary, etc.	Professional Learning	08/20/2013	12/31/2018	\$0	Resource Teacher, STC, Teachers, District Resource Staff
Calculators	P4-5th grade students will use calculators on a regular basis as a problem solving tool for real life situations as evidenced during walkthroughs.	Technology	08/20/2013	12/31/2018	\$0	Teachers
Instructional Supports	Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$0	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Library	The librarian will collaborate with the teachers to support literacy instruction in the classroom, i.e., genres, exposure to a variety of texts, incorporating literary and informational reading into the core content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	Librarian
MTSS	Full time interventionist will provide daily Tier 3 intervention to students, develops job embedded professional development, and monitors implementation of MTSS program while tracking student progress.	Academic Support Program	10/05/2015	12/31/2018	\$0	Interventionist
Technology Skills	Students will utilize Easy Tech Program to build technology skills.	Technology	08/20/2013	12/31/2018	\$0	Technology Teacher
Additional Reading Support	Instructional Assistants will use Reading Mastery, Comprehension Plus, and Quick Reads; Parent volunteers will use teacher generated reading interventions to provide support to qualifying students.	Academic Support Program	08/20/2013	12/31/2018	\$0	Resource Teacher, Teachers, Instructional Assistants
Student Recognition	Students will be showcased for achieving set instructional goals through newsletters, bulletin boards, Kriz Kids, Paws to Notice, Writing Stars, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers and Administrators
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advanced Math Curriculum	Identified students in 3rd, 4th, and 5th grades will have the opportunity to participate in an advanced math curriculum during small and whole group instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	3rd, 4th and 5th grade teachers
Fluency	P2-5th grade students will engage in fluency activities utilizing fluency kits, Quick Reads, and Reader's Theater.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Informational Texts	Non-fiction informational texts will be incorporated during Reading Workshop to support core content vocabulary across the curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Resources	Individual student needs will be addressed through school and district resources as well as state-wide agencies, i.e., FRC, Counselor, 7 Counties Services, etc.	Other	08/20/2013	12/31/2018	\$0	FRC Coordinator, Counselor, Social Worker, District Support Staff
Guided Reading	Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	08/20/2013	12/31/2018	\$0	Classroom Teachers
Conferencing	Teachers and peers will provide students with specific and timely feedback about their writing.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Writing Star Program	Proficient student On Demand writing will be showcased monthly. Teachers will add descriptive feedback to each showcased writing piece.	Academic Support Program	11/11/2013	12/31/2018	\$0	Resource Teacher and Teachers
Progress Updates	Parents will be informed regularly of student progress, (graded papers, notes, progress reports, report cards, conferences, Monday folder, parent portal).	Parent Involvement	08/20/2013	12/31/2018	\$0	Teachers
P2 Intervention	P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0	P2 Teachers and Instructional Assistants
Reading Instructional Programs	Intermediate Teachers (4th & 5th grade) will utilize the program,Journey, as apart of reading instruction.	Academic Support Program	08/15/2014	12/31/2018	\$0	Teachers
Flashbacks	Flashbacks will be used daily in grades P4-5th to review content and provide practice with answering multiple choice questions.	Academic Support Program	08/20/2013	12/31/2018	\$0	P4-5th Teachers
Self Assessment	Students will self-assess and create their own scoring guides/rubrics.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
KPREP Material Usage	Approved KPREP materials will be used during math instruction and assessments (i.e., calculators, graph paper, rulers, scrap paper) as evidenced in lesson plans and during walkthroughs.	Other	08/20/2013	12/31/2018	\$0	Teachers
"I Can" Statements	All grade groups will communicate "I can" statements verbally and in writing to students at the beginning of lessons. These will be communicated to parents in newsletters.	Direct Instruction	08/20/2013	12/31/2018	\$0	Teachers
Communicating Learning Goals	Teachers will share learning goals in weekly newsletters.	Parent Involvement	08/20/2013	12/31/2018	\$0	Teachers
Parent Feedback/Input	Parents will have the opportunity to provide feedback/input through district and state surveys (i.e. Stakeholder Survey, Comprehensive School Surveys, etc.), during parent conferences, parent representation (SBDM), PTA Board Meetings, etc.	Community Engagement	08/20/2013	12/31/2018	\$0	Administrators
Timed Writing	P4-5th grade students will participate in timed prompts using the writing process and resources. (i.e., dictionary, thesauri, graphic organizer, etc)	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Healthy Habits	Students will receive instruction to promote making healthy choices; nutrition education and 20 - 30 minutes of physical activity daily. The Physical Best Standard assessment will be administered to measure and monitor student health. Parents and SBDM will receive a "fitness report card" as to the health of our students at Bates.	Policy and Process	08/20/2013	12/31/2018	\$0	Fitness Teacher, Teachers
Smartboard Instructional Support	While using the Smartboard, teachers will utilize SMART technology to engage the learner and support instruction.	Technology	08/20/2013	12/31/2018	\$0	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Content Planning	Teachers will meet horizontally and vertically during faculty meeting time and/or embedded PD in order to articulate the expectations and pacing for each level and analyze student work to ensure that instruction and assessment are rigorous as evidenced by student work and faculty/embedded PD meeting minutes.	Professional Learning	08/20/2013	12/31/2018	\$0	Teachers, Resource Teacher, Administrators
Wax Museum	Students will demonstrate understanding of social studies core content (historical figures) by creating and presenting projects.	Academic Support Program	02/03/2014	12/31/2018	\$0	5th grade teachers, librarian
Word Work	Word Work will occur as part of Daily 5 (daily for primary; at least 3 times per week for intermediate). Teachers will utilize Fountas and Pinnell Phonics, Journey's, Making Meaning, and other appropriate materials.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Character Bound/CARE for Kids	Students will participate in various character developing activities, i.e., Morning Meeting, Check In Meeting, Buddy Program as evidenced by walkthroughs and lesson plans. All students will form a relationship with at least one adult in the building resulting in decreased behavior referrals.	Academic Support Program	12/02/2013	12/31/2018	\$0	Teachers
Collaboration	The Fitness teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the PLCS curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	Fitness Teacher, ECE Teachers
Guided Reading	Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	10/08/2012	12/31/2018	\$0	Classroom Teachers
Daily Edit	P1-P3 students will edit the classroom morning message to practice language mechanics.	Academic Support Program	08/20/2013	12/31/2018	\$0	P1-P3 Teachers
Integrating Writing Across Curriculum	All students will be given opportunities daily to respond to reading through writing in all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	All teachers
Reading across curriculum	Reading vocabulary and comprehension strategies, such as Close Reading will be integrated across all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Real World Writing	Students will respond to grade appropriate Real World On Demand Writing Prompts (P1-P4 monthly, 4th-5th weekly)	Academic Support Program	08/20/2013	12/31/2018	\$0	Resource Teacher and Teachers
Math Intervention	Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0	Certified Teachers, ECE teachers, ESS teachers
Word Wall	Social Studies teachers will utilize a unit social studies vocabulary display as evidenced by walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Speakers/Field Trips	Teachers will plan guest speakers and arrange field trips to support social studies core content.	Community Engagement	08/20/2013	12/31/2018	\$0	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Workshop Resources	Teachers will utilize classroom libraries, Rigby materials, bookroom sets, Comprehension Toolkit, exemplar texts to support reading instruction in meeting the standards, making meaning, district supports, Leveled Literacy, and Journeys(4th & 5th).	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Self Monitoring	Students in grades 3rd-5th will self monitor progress by keeping assessment folders of proficiency assessments by identifying their level of proficiency in all tested content areas and develop goals for each proficiency assessment.	Academic Support Program	08/20/2013	12/31/2018	\$0	P4-5th Teachers
Attendance Collaboration	The Attendance Committee will meet monthly to analyze attendance data and discuss individual student attendance issues with families. The FRC coordinator will work with families/students to remove barriers that impede attendance. Efforts will be made to match appropriate health and social services to families in order to maximize student attendance and promote learning. Attendance groups were formed and assigned to administration to further motivation.	Other	08/20/2013	12/31/2018	\$0	Administrator s, FRC, Pupil Personnel Social Worker, Attendance Clerk
Flashbacks	P4-5th grade students will practice teacher and district generated Flashbacks weekly.	Academic Support Program	08/20/2013	12/31/2018	\$0	P4-5th grade teachers
Best Practices	Teachers must utilize Best Practices designed for their grade level. Best Practices include hands-on instruction, learning logs, exit slips, technology, essential questions, and use of manipulatives as evidenced by lesson plans and walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Math Strategies	Teachers will use researched base math strategies that focus on the progression of learning from concrete, to semi-concrete, and finally abstract to improve student's number sense.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Cub Club/Language Lab Format	Students in P1 working below grade level benchmarks will participate in intervention strategies to enrich vocabulary, develop letter recognition, identify letter sounds, and develop small and large motor skills.	Academic Support Program	09/01/2013	12/31/2018	\$0	Resource Teacher
Talent Development	Teachers will provide expanded opportunities for students to develop and enhance their own visual and/or performing art talents.	Academic Support Program	08/20/2013	12/31/2018	\$0	Arts&Humanities Teacher
Interactive Technology	Students will engage in interactive technology experiences, i.e., Jeopardy Game, Virtual Tour, Engage New York whiteboard lessons	Technology	08/20/2013	12/31/2018	\$0	Teachers
Attendance Recognition	Classrooms will receive recognition for perfect attendance daily during afternoon announcements and on the bulletin board in the front lobby. Classes with highest percentage each month will receive special recognition.	Other	08/20/2013	12/31/2018	\$0	FRC Coordinator, Teachers, Support Staff
Hand Chimes Enrichment	Identified students in 3rd grade participate weekly in a hand chimes enrichment opportunity.	Academic Support Program	10/05/2015	12/31/2018	\$0	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Professional Learning Communities (PLC)	Teachers will use PLC protocol as they meet weekly to monitor, analyze, and evaluate student data. This information informs instruction as evidenced by minutes of meetings, walkthroughs and lesson plans. The impact of professional learning activities on student achievement will be monitored and evaluated on a regular basis, as evidenced in minutes, walkthroughs, and Conference Summary Reflections.	Professional Learning	08/20/2013	12/31/2018	\$0	Teachers and Evaluating Administrators
Data Monitoring	Disaggregated data will be collected and analyzed every grading period to evaluate student progress. This data will be displayed in a Data Binder and posted to serve as a visual for teachers to evaluate student success with planned activities and drive further instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	Resource Teacher, Teachers, Administrator
Community Support	Teachers will arrange guest speakers from the community to focus on college and career readiness.	Community Engagement	08/20/2013	12/31/2018	\$0	Practical Living Teacher
Formative and Summative Assessment	Teachers will utilize district diagnostic and proficiency assessments, mid-point checks, unit tests, and anecdotal observations to monitor student progress.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers, Resource Teachers, RTI school based coordinator
Parent Engagement	Teachers will design and implement meaningful activities that engage parents in student learning. (homework, projects, games, technology, etc)	Parent Involvement	08/20/2013	12/31/2018	\$0	Teachers
Technology Support	Teachers will participate in PD to support technology in writing, i.e., Blogs, Podcasts, emails, etc.	Professional Learning	08/20/2013	12/31/2018	\$0	STC, District Resource Teachers, Teachers
Collaboration	The Arts&Humanities teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the A&H curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0	Arts&Humanities Teacher
Student Analysis	Teacher will analyze student data and develop an intervention plan to support student growth in PL/CS. Data analysis will drive instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0	Practical Living Teacher
Word Work	Teachers will provide mini lessons to support language standards. All students will practice language mechanics as part of word work daily.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Professional Development	Student achievement will increase as a result of teachers participating in PD to address writing across all content areas.	Professional Learning	02/01/2013	12/31/2018	\$0	Resource Teacher and Teachers
Writing Structure	All students will use various writing formulas while responding to On Demand prompts such as, SREE and 5 paragraph essays..	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Culture Projects	Students will demonstrate understanding of social studies core content (Elements of Culture) by creating and presenting projects.	Academic Support Program	10/01/2013	12/31/2018	\$0	P4 Teachers, Librarian

Comprehensive School Improvement Plan

Bates Elementary

Gallery Walk	Students, teachers, and the community will be invited to participate in a gallery walk to view, respond, and reflect on visual art produced by students.	Community Engagement	08/20/2013	12/31/2018	\$0	Arts&Humanities Teacher
Differentiation	Teachers will use differentiated strategies to meet the needs of identified students by assigning reading materials correlated to Lexile levels (4 - 5) and DRA (K - 3).	Academic Support Program	10/05/2015	12/31/2018	\$0	Teachers Goal Clarity Coach Literacy Coach
Accelerated Instruction	Teachers will utilize higher level questioning strategies and differentiated activities during instruction based on the individual students needs as evidenced by walkthroughs. (Lexile 4 -5 , DRA K - 5)	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Engage NY	Teachers in grades P1 - 5th will utilize the Engage NY program and other supplemental materials to implement the new math standards as evidenced in lesson plans and during walkthroughs. These additional supports include remediation and enrichment lessons from Engage NY Modules, Number Talks, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
Social Studies Support	Students will engage in focus groups investigating different informational texts to support SS Standards.	Academic Support Program	10/12/2015	12/31/2018	\$0	Teachers
Art Grants	Teachers will actively seek grants and funding to support the arts program for all students.	Other	08/20/2013	12/31/2018	\$0	A&H Teacher, Resource Teacher
Writing Policy	SBDM will develop a writing policy to support the school writing plan.	Policy and Process	08/20/2013	12/31/2018	\$0	SBDM Council
Best Practice	Qualifying ECE students will receive researched based best practices instructional strategies to support academic needs. .	Academic Support Program	08/20/2013	12/31/2018	\$0	ECE Teachers, ECE Consulting Teacher
Written Reflection	Students will participate in continual written reflections, such as Extended Responses, Exit Slips, Quick Writes, etc. Students and teachers will develop rubrics/scoring guides with expectations for quality performance.	Academic Support Program	08/20/2013	12/31/2018	\$0	Practical Living Teacher
P2 Intervention	P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	09/10/2012	12/31/2018	\$0	P2 Teachers and Instructional Assistants
Writing mini lessons	Small groups will focus on mini lessons that reinforce the writing process.	Academic Support Program	08/20/2013	12/31/2018	\$0	Teachers
ERQ Format	Teachers will develop a specific format (SREE, ABE, etc.) for answering ERQ's. This format will be utilized by students in 3rd-5th grade.	Academic Support Program	08/20/2013	12/31/2018	\$0	3rd-5th grade teachers
Every 1 Reads	Expand the Every 1 Reads tutoring program and recruit more community members to read with children as evidenced by volunteer logs.	Tutoring	08/20/2013	12/31/2018	\$0	FRC Coordinator

Comprehensive School Improvement Plan

Bates Elementary

Social Skills	ECE students will participate in social skill activities during resource time.	Academic Support Program	08/20/2013	12/31/2018	\$0	ECE Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	03/11/2013	12/31/2018	\$0	Teachers and ESS Teachers
ESS	Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	10/27/2015	12/31/2018	\$0	Teachers and ESS Teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Bates Elementary does not have a preschool in our building but we work with incoming kindergarten families to transition them their children to school.	

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.	N/A	Bates Elementary does not receive Title 1 funds.	

Comprehensive School Improvement Plan

Bates 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.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who 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	Bates Elementary does not receive Title 1 funds.	

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

Bates 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.	N/A		

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Comprehensive School Improvement Plan

Bates 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.	N/A		

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

Bates 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:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - MTSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time interventionist will provide daily Tier 3 intervention to students, develops job embedded professional development, and monitors implementation of MTSS program while tracking student progress.	Academic Support Program	10/05/2015	12/31/2018	\$60000 - General Fund	Interventionist

Measurable Objective 2:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2019 as measured by KPREP.

Strategy1:

Reading Workshop - Teachers will utilize reading programs and instructional strategies that support instruction during Reading Workshop using the Daily 5 format.

Category: Integrated Methods for Learning

Research Cited: Boushey & Moser

Activity - Reading Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate Teachers (4th & 5th grade) will utilize the program,Journey, as apart of reading instruction.	Academic Support Program	08/15/2014	12/31/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Strategy2:

Challenging Students (MTSS) - Teachers will provide challenging reading tasks to all reading levels according to Lexile level

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Tomlinson, C.S.

Activity - Accelerated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize higher level questioning strategies and differentiated activities during instruction based on the individual students needs as evidenced by walkthroughs. (Lexile 4 -5 , DRA K - 5)	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated strategies to meet the needs of identified students by assigning reading materials correlated to Lexile levels (4 - 5) and DRA (K - 3).	Academic Support Program	10/05/2015	12/31/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Literacy Coach

Goal 2:

Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy1:

Differentiated Instruction - Teachers will meet the needs of individual students.

Category: Integrated Methods for Learning

Research Cited: Tomlinson, C.S., & McTighe, J.

Activity - Advanced Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in 3rd, 4th, and 5th grades will have the opportunity to participate in an advanced math curriculum during small and whole group instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	4th and 5th grade teachers

Goal 3:

Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data

Measurable Objective 1:

Comprehensive School Improvement Plan

Bates Elementary

44% of Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Instructional Support for Literacy - Literacy + class will be developed to enhance/supplement instruction of the reading and writing standards for 4th and 5th grade students.

Category: Integrated Methods for Learning

Research Cited: Marzano

Activity - Integrating Writing Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given opportunities daily to respond to reading through writing in all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	All teachers

Goal 4:

AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.

Measurable Objective 1:

demonstrate a proficiency in the three components: achievement, gap, and growth by 12/31/2018 as measured by KPREP data.

Strategy1:

Motivation - Student achievement will increase as a result of participating in motivational activities.

Category: Learning Systems

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be showcased for achieving set instructional goals through newsletters, bulletin boards, Kriz Kids, Paws to Notice, Writing Stars, etc.	Academic Support Program	08/20/2013	12/31/2018	\$1000 - General Fund	Teachers and Administrators

Strategy2:

Attendance - Student achievement will increase as a result of attending school every day.

Category: Management Systems

Research Cited:

Comprehensive School Improvement Plan

Bates Elementary

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms will receive recognition for perfect attendance daily during afternoon announcements and on the bulletin board in the front lobby. Classes with highest percentage each month will receive special recognition.	Other	08/20/2013	12/31/2018	\$0 - No Funding Required	FRC Coordinator, Teachers, Support Staff

Strategy3:

Professional Development - Student achievement will increase as a result of teachers attending district and school professional development sessions.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to engage in the following PD's to enhance instruction and support national standards throughout the year: PLC training, Math In Focus, On-Demand Writing, Science/Literacy, Writing Process (CUPS), Utilizing Common Core Coach book, Writers Workshop, Complex Text, Informational Text, Fluency and Vocabulary, etc.	Professional Learning	08/20/2013	12/31/2018	\$10000 - General Fund	Resource Teacher, STC, Teachers, District Resource Staff

Strategy4:

Teacher Collaboration - To increase student achievement, teachers will meet together to analyze and monitor student progress.

Category: Professional Learning & Support

Research Cited:

Activity - Content Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet horizontally and vertically during faculty meeting time and/or embedded PD in order to articulate the expectations and pacing for each level and analyze student work to ensure that instruction and assessment are rigorous as evidenced by student work and faculty/embedded PD meeting minutes.	Professional Learning	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers, Resource Teacher, Administrators

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use PLC protocol as they meet weekly to monitor, analyze, and evaluate student data. This information informs instruction as evidenced by minutes of meetings, walkthroughs and lesson plans. The impact of professional learning activities on student achievement will be monitored and evaluated on a regular basis, as evidenced in minutes, walkthroughs, and Conference Summary Reflections.	Professional Learning	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers and Evaluating Administrators

Goal 5:

Program Review: All students at Bates Elementary will reach proficiency in all content areas assessed in the Program Review.

SY 2016-2017

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Comprehensive School Improvement Plan

Bates Elementary

Measurable Objective 1:

demonstrate a proficiency in Arts/Humanities, Practical Living/Career Studies, and Writing by 12/31/2018 as measured by demonstrators in the Program Review.

Strategy1:

Writing - Activities will be planned to target demonstrators of weakness in writing.

Category: Learning Systems

Research Cited: Marzano, R.J.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will increase as a result of teachers participating in PD to address writing across all content areas.	Professional Learning	02/01/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher and Teachers

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

Goal 1:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2019 as measured by KPREP.

Strategy1:

Reading Workshop - Teachers will utilize reading programs and instructional strategies that support instruction during Reading Workshop using the Daily 5 format.

Category: Integrated Methods for Learning

Research Cited: Boushey & Moser

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2-5th grade students will engage in fluency activities utilizing fluency kits, Quick Reads, and Reader's Theater.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Word Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Word Work will occur as part of Daily 5 (daily for primary; at least 3 times per week for intermediate). Teachers will utilize Fountas and Pinnell Phonics, Journey's, Making Meaning, and other appropriate materials.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Workshop Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize classroom libraries, Rigby materials, bookroom sets, Comprehension Toolkit, exemplar texts to support reading instruction in meeting the standards, making meaning, district supports, Leveled Literacy, and Journeys(4th & 5th).	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Reading Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate Teachers (4th & 5th grade) will utilize the program,Journey, as apart of reading instruction.	Academic Support Program	08/15/2014	12/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Library Collaboration - Library is an integral component of the District Literacy System.

Category: Learning Systems

Research Cited:

Activity - Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian will collaborate with the teachers to support literacy instruction in the classroom, i.e., genres, exposure to a variety of texts, incorporating literary and informational reading into the core content areas.	Academic Support Program	08/20/2013	12/31/2018	\$5000 - General Fund	Librarian

Strategy3:

Content Integration - Reading content will be integrated across all content areas.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J.

Activity - Informational Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-fiction informational texts will be incorporated during Reading Workshop to support core content vocabulary across the curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Reading across curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading vocabulary and comprehension strategies, such as Close Reading will be integrated across all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy4:

District Curriculum Documents - Teachers will utilize JCPS curriculum documents to support the learning goals.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H.

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade groups will communicate "I can" statements verbally and in writing to students at the beginning of lessons. These will be communicated to parents in newsletters.	Direct Instruction	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy5:

Challenging Students (MTSS) - Teachers will provide challenging reading tasks to all reading levels according to Lexile level

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Tomlinson, C.S.

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated strategies to meet the needs of identified students by assigning reading materials correlated to Lexile levels (4 - 5) and DRA (K - 3).	Academic Support Program	10/05/2015	12/31/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Literacy Coach

Activity - Accelerated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize higher level questioning strategies and differentiated activities during instruction based on the individual students needs as evidenced by walkthroughs. (Lexile 4 -5 , DRA K - 5)	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Goal 2:

Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy1:

Comprehensive School Improvement Plan

Bates Elementary

Best Practices - Teachers must utilize Best Practice designed for their grade level.

Category: Integrated Methods for Learning

Research Cited: Marzano R.J., Saphier, J.

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use researched base math strategies that focus on the progression of learning from concrete, to semi-concrete, and finally abstract to improve student's number sense.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers must utilize Best Practices designed for their grade level. Best Practices include hands-on instruction, learning logs, exit slips, technology, essential questions, and use of manipulatives as evidenced by lesson plans and walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Differentiated Instruction - Teachers will meet the needs of individual students.

Category: Integrated Methods for Learning

Research Cited: Tomlinson, C.S., & McTighe, J.

Activity - Advanced Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in 3rd, 4th, and 5th grades will have the opportunity to participate in an advanced math curriculum during small and whole group instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	4th and 5th grade teachers

Strategy3:

Problem Solving Tools - Students will use problem solving tools to solve math problems.

Category: Integrated Methods for Learning

Research Cited:

Activity - Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P4-5th grade students will use calculators on a regular basis as a problem solving tool for real life situations as evidenced during walkthroughs.	Technology	08/20/2013	12/31/2018	\$1000 - General Fund	Teachers

Strategy4:

Alignment of Instruction to KCAS and district maps - Teachers will implement programs that support the KCAS standards as well as district curriculum maps.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Bates Elementary

Research Cited: Marzano, R.J., Jacobs, H.H.

Activity - Engage NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades P1 - 5th will utilize the Engage NY program and other supplemental materials to implement the new math standards as evidenced in lesson plans and during walkthroughs. These additional supports include remediation and enrichment lessons from Engage NY Modules, Number Talks, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - KPREP Material Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approved KPREP materials will be used during math instruction and assessments (i.e., calculators, graph paper, rulers, scrap paper) as evidenced in lesson plans and during walkthroughs.	Other	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

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

Goal 1:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Classroom Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Activity - Cub Club/Language Lab Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in P1 working below grade level benchmarks will participate in intervention strategies to enrich vocabulary, develop letter recognition, identify letter sounds, and develop small and large motor skills.	Academic Support Program	09/01/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher

Activity - Every 1 Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Every 1 Reads tutoring program and recruit more community members to read with children as evidenced by volunteer logs.	Tutoring	08/20/2013	12/31/2018	\$0 - No Funding Required	FRC Coordinator

Goal 2:

AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.

Measurable Objective 1:

demonstrate a proficiency in the three components: achievement, gap, and growth by 12/31/2018 as measured by KPREP data.

Strategy1:

Parent Involvement/Communication - Student achievement will increase as a result of teacher-parent collaboration and school involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Communicating Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share learning goals in weekly newsletters.	Parent Involvement	08/20/2013	12/31/2018	\$0 - No Funding Required	Teacher

Activity - Progress Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed regularly of student progress, (graded papers, notes, progress reports, report cards, conferences, Monday folder, parent portal).	Parent Involvement	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Parent Feedback/Input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have the opportunity to provide feedback/input through district and state surveys (i.e. Stakeholder Survey, Comprehensive School Surveys, etc.), during parent conferences, parent representation (SBDM), PTA Board Meetings, etc.	Community Engagement	08/20/2013	12/31/2018	\$0 - No Funding Required	Administrators

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement meaningful activities that engage parents in student learning. (homework, projects, games, technology, etc)	Parent Involvement	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

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

Goal 1:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - Cub Club/Language Lab Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in P1 working below grade level benchmarks will participate in intervention strategies to enrich vocabulary, develop letter recognition, identify letter sounds, and develop small and large motor skills.	Academic Support Program	09/01/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Comprehensive School Improvement Plan

Bates Elementary

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

Goal 1:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Interventions- RTI - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Shore, C.

Activity - Additional Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Assistants will use Reading Mastery, Comprehension Plus, and Quick Reads; Parent volunteers will use teacher generated reading interventions to provide support to qualifying students.	Academic Support Program	08/20/2013	12/31/2018	\$40600 - General Fund	Resource Teacher, Teachers, Instructional Assistants

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	10/27/2015	12/31/2018	\$3500 - State Funds	Teachers and ESS Teachers

Activity - MTSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time interventionist will provide daily Tier 3 intervention to students, develops job embedded professional development, and monitors implementation of MTSS program while tracking student progress.	Academic Support Program	10/05/2015	12/31/2018	\$60000 - General Fund	Interventionist

Activity - Every 1 Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Every 1 Reads tutoring program and recruit more community members to read with children as evidenced by volunteer logs.	Tutoring	08/20/2013	12/31/2018	\$0 - No Funding Required	FRC Coordinator

Comprehensive School Improvement Plan

Bates Elementary

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Classroom Teachers

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Measurable Objective 2:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2019 as measured by KPREP.

Strategy1:

Challenging Students (MTSS) - Teachers will provide challenging reading tasks to all reading levels according to Lexile level

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Tomlinson, C.S.

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiated strategies to meet the needs of identified students by assigning reading materials correlated to Lexile levels (4 - 5) and DRA (K - 3).	Academic Support Program	10/05/2015	12/31/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Literacy Coach

Activity - Accelerated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize higher level questioning strategies and differentiated activities during instruction based on the individual students needs as evidenced by walkthroughs. (Lexile 4 -5 , DRA K - 5)	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Reading Workshop - Teachers will utilize reading programs and instructional strategies that support instruction during Reading Workshop using the Daily 5 format.

Category: Integrated Methods for Learning

Research Cited: Boushey & Moser

Comprehensive School Improvement Plan

Bates Elementary

Activity - Word Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Word Work will occur as part of Daily 5 (daily for primary; at least 3 times per week for intermediate). Teachers will utilize Fountas and Pinnell Phonics, Journey's, Making Meaning, and other appropriate materials.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2-5th grade students will engage in fluency activities utilizing fluency kits, Quick Reads, and Reader's Theater.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Reading Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate Teachers (4th & 5th grade) will utilize the program,Journey, as apart of reading instruction.	Academic Support Program	08/15/2014	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Workshop Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize classroom libraries, Rigby materials, bookroom sets, Comprehension Toolkit, exemplar texts to support reading instruction in meeting the standards, making meaning, district supports, Leveled Literacy, and Journeys(4th & 5th).	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy3:

Library Collaboration - Library is an integral component of the District Literacy System.

Category: Learning Systems

Research Cited:

Activity - Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian will collaborate with the teachers to support literacy instruction in the classroom, i.e., genres, exposure to a variety of texts, incorporating literary and informational reading into the core content areas.	Academic Support Program	08/20/2013	12/31/2018	\$5000 - General Fund	Librarian

Strategy4:

Content Integration - Reading content will be integrated across all content areas.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J.

Comprehensive School Improvement Plan

Bates Elementary

Activity - Reading across curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading vocabulary and comprehension strategies, such as Close Reading will be integrated across all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Informational Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-fiction informational texts will be incorporated during Reading Workshop to support core content vocabulary across the curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy5:

District Curriculum Documents - Teachers will utilize JCPS curriculum documents to support the learning goals.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H.

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade groups will communicate "I can" statements verbally and in writing to students at the beginning of lessons. These will be communicated to parents in newsletters.	Direct Instruction	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Measurable Objective 3:

32% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

ECE Supplemental Programs - To provide a supplemental program to increase achievement in fluency and comprehension.

Category: Learning Systems

Research Cited:

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying ECE students will receive researched based best practices instructional strategies to support academic needs. .	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	ECE Teachers, ECE Consulting Teacher

Strategy2:

ECE Specific Support - Collaborate with district ECE consulting teachers for resources to support our ECE reading goals.

Category: Integrated Methods for Learning

Research Cited: Friend, M.

Comprehensive School Improvement Plan

Bates Elementary

Activity - Reading Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will utilize educational software programs to support academic needs	Academic Support Program	08/20/2014	12/31/2018	\$1200 - General Fund	ECE teachers and ECE consulting teacher

Goal 2:

Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to reduce the percentage of novice GAP students in Mathematics by 12/31/2018 as measured by Unbridled Learning Accountability Model.

Strategy1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0 - No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$2500 - General Fund	Teachers

Measurable Objective 2:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy1:

Best Practices - Teachers must utilize Best Practice designed for their grade level.

Category: Integrated Methods for Learning

Research Cited: Marzano R.J., Saphier, J.

Comprehensive School Improvement Plan

Bates Elementary

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers must utilize Best Practices designed for their grade level. Best Practices include hands-on instruction, learning logs, exit slips, technology, essential questions, and use of manipulatives as evidenced by lesson plans and walkthroughs.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use researched base math strategies that focus on the progression of learning from concrete, to semi-concrete, and finally abstract to improve student's number sense.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Alignment of Instruction to KCAS and district maps - Teachers will implement programs that support the KCAS standards as well as district curriculum maps.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J., Jacobs, H.H.

Activity - Engage NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades P1 - 5th will utilize the Engage NY program and other supplemental materials to implement the new math standards as evidenced in lesson plans and during walkthroughs. These additional supports include remediation and enrichment lessons from Engage NY Modules, Number Talks, etc.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - KPREP Material Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approved KPREP materials will be used during math instruction and assessments (i.e., calculators, graph paper, rulers, scrap paper) as evidenced in lesson plans and during walkthroughs.	Other	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy3:

Problem Solving Tools - Students will use problem solving tools to solve math problems.

Category: Integrated Methods for Learning

Research Cited:

Activity - Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P4-5th grade students will use calculators on a regular basis as a problem solving tool for real life situations as evidenced during walkthroughs.	Technology	08/20/2013	12/31/2018	\$1000 - General Fund	Teachers

Comprehensive School Improvement Plan

Bates Elementary

Strategy4:

Differentiated Instruction - Teachers will meet the needs of individual students.

Category: Integrated Methods for Learning

Research Cited: Tomlinson, C.S., & McTighe, J.

Activity - Advanced Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in 3rd, 4th, and 5th grades will have the opportunity to participate in an advanced math curriculum during small and whole group instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	4th and 5th grade teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Reading: To increase the percentage scoring proficient or higher to 75% by 2019 as measured by KPREP data.

Measurable Objective 1:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to to reduce the percentage of novice GAP students in Reading by 12/31/2018 as measured by Unbridled Learning Accountability Model..

Strategy1:

Interventions - Bates will utilize an intervention plan that will identify students reading below grade level and provide support to students based on individual student's needs.

Category:

Research Cited: Marzano

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible guided reading groups will receive instruction at all grade levels based on student reading level and/or needed skills.	Academic Support Program	10/08/2012	12/31/2018	\$0 - No Funding Required	Classroom Teachers

Activity - P2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P2 students working below grade level will participate in small groups within the classroom to improve phoneme awareness, sight word vocabulary, fluency, and decoding skills.	Academic Support Program	09/10/2012	12/31/2018	\$0 - No Funding Required	P2 Teachers and Instructional Assistants

Comprehensive School Improvement Plan

Bates Elementary

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and retired teachers will work with small groups before and during school hours to provide support to qualifying students.	Academic Support Program	03/11/2013	12/31/2018	\$2500 - State Funds	Teachers and ESS Teachers

Goal 2:

Math: To increase percentage scoring of proficient or higher to 68% by 2019 as measured by KPREP data.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/31/2018 as measured by KPREP data.

Strategy1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Research Cited:

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$2500 - General Fund	Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0 - No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Measurable Objective 2:

A 10% decrease of Black or African-American, Economically Disadvantaged and English Learners students will collaborate to reduce the percentage of novice GAP students in Mathematics by 12/31/2018 as measured by Unbridled Learning Accountability Model.

Strategy1:

Math Intervention - Identified students will receive math interventions to support KCAS.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Bates Elementary

Activity - Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will use a researched based educational software program daily/weekly to support academic needs.	Technology	10/05/2015	12/31/2018	\$2500 - General Fund	Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Tier 2 and Tier 3 students will participate in small group math workshops with classroom and ESS teachers to meet the learning needs of the students.	Academic Support Program	10/13/2014	12/31/2018	\$0 - No Funding Required	Certified Teachers, ECE teachers, ESS teachers

Goal 3:

Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data

Measurable Objective 1:

44% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Focus Groups - Students will engage in focus groups to reinforce the writing process.

Category: Learning Systems

Research Cited: Friend, M

Activity - Writing mini lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups will focus on mini lessons that reinforce the writing process.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Goal 4:

Social Studies: To increase the percentage scoring proficient or higher to 81% by 2019 as measured by KPREP data.

Measurable Objective 1:

64% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/03/2016 as measured by KPREP data.

Strategy1:

Focus Groups - The students will reach core content goals after working in focus groups for instructional support.

Category:

Research Cited: Friend, M

Comprehensive School Improvement Plan

Bates Elementary

Activity - Social Studies Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in focus groups investigating different informational texts to support SS Standards.	Academic Support Program	10/12/2015	12/31/2018	\$0 - No Funding Required	Teachers

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:

Writing: To increase percentage scoring proficient or higher to 66% by 2019 as measured by KPREP data

Measurable Objective 1:

44% of Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Language Mechanics Practice - Teachers will integrate language mechanic lessons within daily instruction.

Category: Integrated Methods for Learning

Research Cited:

Activity - Word Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mini lessons to support language standards. All students will practice language mechanics as part of word work daily.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Daily Edit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P1-P3 students will edit the classroom morning message to practice language mechanics.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P1-P4 Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P4-5th grade students will practice teacher and district generated Flashbacks weekly.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	P3-5th grade teachers

Strategy2:

Writing Prompts - Students will practice grade appropriate writing on demand prompts.

Category: Learning Systems

Research Cited:

Activity - Writing Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use various writing formulas while responding to On Demand prompts such as, SREE and 5 paragraph essays..	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Timed Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
P4-5th grade students will participate in timed prompts using the writing process and resources. (i.e., dictionary, thesauri, graphic organizer, etc)	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and peers will provide students with specific and timely feedback about their writing.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Real World Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will respond to grade appropriate Real World On Demand Writing Prompts (P1-P4 monthly, 4th-5th weekly)	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher and Teachers

Activity - Writing Star Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient student On Demand writing will be showcased monthly. Teachers will add descriptive feedback to each showcased writing piece.	Academic Support Program	11/11/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher and Teachers

Strategy3:

Instructional Support for Literacy - Literacy + class will be developed to enhance/supplement instruction of the reading and writing standards for 4th and 5th grade students.

Category: Integrated Methods for Learning

Research Cited: Marzano

Comprehensive School Improvement Plan

Bates Elementary

Activity - Literacy Support Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy specialist will collaborate with teacher to improve literacy instruction by data analysis, modeling lessons, co-teaching lessons, planning/giving professional development, and conducting small group remediation for targeted students.	Academic Support Program	08/11/2015	12/31/2018	\$15000 - General Fund	Literacy Specialist

Activity - Integrating Writing Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given opportunities daily to respond to reading through writing in all content areas.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	All teachers

Measurable Objective 2:

44% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 12/31/2018 as measured by KPREP data.

Strategy1:

Focus Groups - Students will engage in focus groups to reinforce the writing process.

Category: Learning Systems

Research Cited: Friend, M

Activity - Writing mini lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups will focus on mini lessons that reinforce the writing process.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Goal 2:

AMO: Bates Elementary will reach the Annual Measurable Objective by 2019.

Measurable Objective 1:

demonstrate a proficiency in the three components: achievement, gap, and growth by 12/31/2018 as measured by KPREP data.

Strategy1:

Teacher Collaboration - To increase student achievement, teachers will meet together to analyze and monitor student progress.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Bates Elementary

Activity - Content Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet horizontally and vertically during faculty meeting time and/or embedded PD in order to articulate the expectations and pacing for each level and analyze student work to ensure that instruction and assessment are rigorous as evidenced by student work and faculty/embedded PD meeting minutes.	Professional Learning	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers, Resource Teacher, Administrators

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use PLC protocol as they meet weekly to monitor, analyze, and evaluate student data. This information informs instruction as evidenced by minutes of meetings, walkthroughs and lesson plans. The impact of professional learning activities on student achievement will be monitored and evaluated on a regular basis, as evidenced in minutes, walkthroughs, and Conference Summary Reflections.	Professional Learning	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers and Evaluating Administrators

Goal 3:

Program Review: All students at Bates Elementary will reach proficiency in all content areas assessed in the Program Review.

Measurable Objective 1:

demonstrate a proficiency in Arts/Humanities, Practical Living/Career Studies, and Writing by 12/31/2018 as measured by demonstrators in the Program Review.

Strategy1:

Promoting Student Wellness - Students will engage in activities to promote health and wellness.

Category: Integrated Methods for Learning

Research Cited:

Activity - Healthy Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction to promote making healthy choices; nutrition education and 20 - 30 minutes of physical activity daily. The Physical Best Standard assessment will be administered to measure and monitor student health. Parents and SBDM will receive a "fitness report card" as to the health of our students at Bates.	Policy and Process	08/20/2013	12/31/2018	\$0 - No Funding Required	Fitness Teacher, Teachers

Strategy2:

Practical Living/Career Studies - Activities will be planned to target demonstrators of weakness in Practical Living/Career Studies.

Category: Integrated Methods for Learning

Research Cited: Marzano, R.J.

Comprehensive School Improvement Plan

Bates Elementary

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Fitness teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the PLCS curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Fitness Teacher, ECE Teachers

Activity - Community Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange guest speakers from the community to focus on college and career readiness.	Community Engagement	08/20/2013	12/31/2018	\$0 - No Funding Required	Practical Living Teacher

Activity - Student Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will analyze student data and develop an intervention plan to support student growth in PL/CS. Data analysis will drive instruction.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Practical Living Teacher

Activity - Written Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in continual written reflections, such as Extended Responses, Exit Slips, Quick Writes, etc. Students and teachers will develop rubrics/scoring guides with expectations for quality performance.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Practical Living Teacher

Strategy3:

Writing - Activities will be planned to target demonstrators of weakness in writing.

Category: Learning Systems

Research Cited: Marzano, R.J.

Activity - Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will develop a writing policy to support the school writing plan.	Policy and Process	08/20/2013	12/31/2018	\$0 - No Funding Required	SBDM Council

Activity - Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PD to support technology in writing, i.e., Blogs, Podcasts, emails, etc.	Professional Learning	08/20/2013	12/31/2018	\$0 - No Funding Required	STC, District Resource Teachers, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will increase as a result of teachers participating in PD to address writing across all content areas.	Professional Learning	02/01/2013	12/31/2018	\$0 - No Funding Required	Resource Teacher and Teachers

Comprehensive School Improvement Plan

Bates Elementary

Activity - Self Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will self-assess and create their own scoring guides/rubrics.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Teachers

Strategy4:

Arts&Humanities - Activities will be planned to target demonstrators of weakness in Arts&Humanities.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gallery Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, teachers, and the community will be invited to participate in a gallery walk to view, respond, and reflect on visual art produced by students.	Community Engagement	08/20/2013	12/31/2018	\$0 - No Funding Required	Arts&Humanities Teacher

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts&Humanities teacher will collaborate with regular classroom teachers, ECE (LD Resource and PDOHI) teachers to plan appropriate activities that support the A&H curriculum.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Arts&Humanities Teacher

Activity - Hand Chimes Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in 3rd grade participate weekly in a hand chimes enrichment opportunity.	Academic Support Program	10/05/2015	12/31/2018	\$0 - No Funding Required	Teachers

Activity - Art Grants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively seek grants and funding to support the arts program for all students.	Other	08/20/2013	12/31/2018	\$0 - No Funding Required	A&H Teacher, Resource Teacher

Activity - Talent Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide expanded opportunities for students to develop and enhance their own visual and/or performing art talents.	Academic Support Program	08/20/2013	12/31/2018	\$0 - No Funding Required	Arts&Humanities Teacher

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?

James H. Bates Elementary is located on a nine-acre campus located in the Fern Creek area of Louisville, KY. We have 552 Kindergarten thru 5th grade students. Advanced, comprehensive, and ECE programs, which include collaborative and self-contained Learning Disability and Physical Disability Other Health Impaired Units, are offered to our students. The following are percentiles that describe the diversity of our building: 52% At Risk, 66% White, 16% African American, 14% students with disabilities, 5% designated English Language Learners. Our population represents students from over 15 countries and languages. There is a low teacher turnover rate with a 17.8 teacher/pupil ratio. All of our teachers are Highly Qualified.

Our administrative team is comprised of a Principal, Assistant Principal, Counselor, Goal Clarity Coach, FRC and Literacy Specialist. The team functions as a professional learning community to assist teachers with barriers to learning, instructional practices, as well as operational support.

The population of our school community has increased significantly over the past ten years. A unique challenge for Bates arose when the elementary clusters of schools were restructured which resulted in a changing population. Our Hispanic population has increased significantly. Without a formal ESL (English as a Second Language) program, and support of the English language at home, reading and writing have presented an instructional challenge. Additionally, without continuous support to interpret for non-English speaking parents, communication has been a barrier. Our at risk population has steadily increased but not enough to qualify for Title I funds.

School's Purpose

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

The mission of James H. Bates Elementary is to provide high-quality instruction and build strong character so that students will become successful, self-sufficient citizens of the future. Bates Elementary honors diversity, creativity, and different learning styles while providing challenges and interventions to support every student. Our school provides a clean and safe learning environment where students participate in a strong instructional program with a caring and nurturing staff. To meet these goals we rely on our five core principles, We T.E.A.C.H. Track proficiency, Engage all learners, Analyze student work, Create and maintain a positive learning environment, and Help improve the teaching and learning process.

At Bates, we pride ourselves on meeting the individual needs of every child. Through professional learning communities, we identify individual students, analyze student work, align our curriculum to Kentucky Core Academic Standards, and we devise plans to support higher learning. We believe when there is a connection to the school, students are motivated and better prepared for the future. We offer a strong performing arts program consisting of musical theater, choir, hand bells, visual art, band and orchestra. Our technology program encompasses a fully equipped computer lab, STLP, WBES newscast, as well as technology in every classroom to enhance instruction. We offer advanced, comprehensive and ECE programs to reach the academic needs of each child. Additionally, our extra-curricular program is extensive with basketball, cross country, cheerleading, academic teams, safety patrol, student council, robotics, etc.

Bates encourages parents to participate in their child's educational experience. Parents collaborate and support the school through their membership and participation in a strong and effective School Based Decision Making Council and an active Parent Teacher Association. Additionally, Bates has a partnership with the YMCA Child Enrichment Program to provide before and after school childcare as a service to families.

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.

Bates Elementary has had many notable achievements within the past four years. Trend data over the past four years indicates improvement in all academic areas of the state accountability system KPREP. The data shows that from 2013 to 2016, the school has increased its overall academic index by 11.2 points and has moved from Needs Improvement in 2013 to Distinguished category in 2016. While there are still gains to be made, our school is outperforming many elementary schools in our school district and state.

We have a committed and dedicated staff that makes great contributions to our school. We currently have three teachers with National Board Certification. Three of our teachers wrote and acquired grants for our students and school; Robotics Grant, 5X5 Arts Grant, and Health Promotions School of Excellence Grant.

Attendance is a school wide focus. Our staff strives to continually improve our attendance by offering incentives, recognition programs and interventions for attendance issues. Our attendance rate last year was higher than the district and state at 95.6%.

Safety City is a program offered at our school where every second grade student from Jefferson County comes to experience and learn the safety features and rules of the roads.

One identified area of growth is to improve the technology components in our school bringing up to date hardware and software for instructional purposes and student gain. Student achievement, specifically in the areas of achievement, gap, and growth are the focus of our PLC's. We are analyzing student work, interpreting the data and planning together to meet the standards and increase student academic achievement. There is a multi-tiered system in place that is focused on enrichment, core program, standards recovery, and intense research based interventions. Our next steps for improvement are to continue efforts to improve our professional learning communities with a focus on protected PLC time, creating common formative assessments, tracking student progress, and designing interventions based on standards.

In addition, our teachers need more professional development on improving the rigor of our Advance Program. We must also continue to focus on raising the achievement levels for gap students while also insuring that successful students move towards the proficiency level and beyond.

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 Bates Elementary, children are our 1st priority. This begins with forming positive relationships. Our students' safety, well-being, and feelings of belonging in our school community are of the utmost importance to us. All staff members have received Cultural Competence training and we celebrate the diversity of our students and staff. To build a culture for learning classroom morning meetings are conducted daily. Morning meetings focus on community and Stephen Covey's Seven Habits of Happy Kids. Monthly we celebrate student achievement through a school wide LEAD meeting. Students have the opportunity to earn recognition such as, Leader of the Month and Kriz Kids as well as Spotlighting celebrations. Students are recognized for their academic mastery on hallway and classroom displays such as Writing Stars, Honor Roll.

Teachers collaborate weekly in embedded professional development to increase their knowledge of current research based instructional strategies and are focused on results based on data. The performance of our Intermediate Program students tells us that our Primary Program is strong. Our staff work collaboratively to ensure student success, and the addition of critical support staff has reaped rewards. In addition to the core program teachers, the support staff is comprised of a Goal Clarity Coach, a full time Success Coach, two full time instructional assistants and two part time teachers who work with small groups, as well as a full time interventionist/ Literacy Specialist.