



Comprehensive School Improvement Plan

Blue Lick 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	11
--------------------	----

Stakeholders	12
--------------------	----

Relationship Building	13
-----------------------------	----

Communications	14
----------------------	----

Decision Making	16
-----------------------	----

Advocacy	18
----------------	----

Learning Opportunities	19
------------------------------	----

Community Partnerships	20
------------------------------	----

Reflection	21
------------------	----

Report Summary	22
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	24
--------------------	----

Improvement Planning Process	25
------------------------------------	----

Phase I - Needs Assessment

Introduction 27

Data Analysis 28

Areas of Strengths 29

Opportunities for Improvement 30

Conclusion 31

Final Draft 2016-2017 CSIP

Overview 33

Goals Summary 34

 Goal 1: Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets 35

 Goal 2: Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10% 42

 Goal 3: Create a culture where staff, students, parents, and community stakeholders collaborate to develop and implement systems that support the non-academic needs of the school 46

 Goal 4: Progress toward proficiency in all Program Reviews 49

 Goal 5: In 2017, Blue Lick Elementary School will fully implement the Professional Growth and Effectiveness System (PGES) 50

 Goal 6: Instructional Resources Goal - Blue Lick Elementary School will use 100% of the Instructional Resources (textbook) funds within two years to support student access to high quality resources 50

Activity Summary by Funding Source 52

Phase II - KDE Assurances - Schools

Introduction 62

Assurances 63

Phase II - KDE Compliance and Accountability - Schools

Introduction 69

Planning and Accountability Requirements 70

Executive Summary

Introduction 104

Description of the School 105

School's Purpose 106

Notable Achievements and Areas of Improvement 107

Additional Information 108

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

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.

We have a high Free/Reduced Lunch percentage. Our school provides free lunch and breakfast to all students. In addition, we have a grant for fruits and vegetables. We have a high number of Kindergarten students that come in unprepared to start school. The majority of our teachers are tenured and have some experience working in a Title 1 school. While we have some English Language Learners, most of our students speak English. We have approximately 15% of our students that receive exceptional education support.

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.

We have a high Free/Reduced Lunch percentage. We have a high number of Kindergarten students that come in unprepared to start school. We have a high number of at risk students who have poor attendance, mental health needs, and display off task behaviors that affect academic achievement. Family involvement could be strengthened as well.

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

Comprehensive School Improvement Plan

Blue Lick 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:

Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - State Funds \$5500 - General Fund	Reading Lab Teachers, Classroom teachers

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0 - General Fund	team teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Read to Achieve	Reading Recovery Teacher

Activity - Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Volunteer Senor Harry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senor Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0 - No Funding Required	Principal

Measurable Objective 2:

43% of Third, Fourth and Fifth grade Black or African-American students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Reading Interventions - Identified students will receive reading interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000 - General Fund	Classroom teachers, Reading Lab teacher

Activity - Additional Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Culturally Responsive Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000 - Title I Schoolwide	Classroom teachers, Principal

Measurable Objective 3:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Social Studies Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Measurable Objective 4:

60% of Fourth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of New Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy1:

Science Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Science Specific Programing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500 - FRYSC \$500 - General Fund	Classroom teachers

Measurable Objective 5:

41% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy1:

Mathematics Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Team teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000 - State Funds	Daytime ESS teacher

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600 - General Fund	Classroom teachers

Measurable Objective 6:

39% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Small group writing opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - Title I Schoolwide	Classroom teachers, Goal Clarity Coach

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - After school writing club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Selected classroom teachers

Goal 2:

In 2017, Blue Lick Elementary School will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 12/15/2017 as measured by surveys or other checks of understanding after professional development activities.

Strategy1:

Full Implementation With Accountability - All classroom teachers will implement TPGES. Others, such as the librarian, speech teacher, etc. will pilot the program for this year.

Category: Teacher PGES

Research Cited: Charlotte Danielson

Activity - Teacher Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement TPGES through videos, text, and walk through experiences. Teachers will work with peers and administrators to complete their self-reflections, professional growth plans, and their student growth goals.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal and Assistant Principal

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?

I talked with my administrators and instructional coaches to complete this diagnostic. We used the Comprehensive School Survey and our Title 1 Survey to compile our answers.

Amy Uhlman - Principal

Jill Durham - Assistant Principal

Sharonda Evans - Counselor

Dionne Holt - Family Resource Coordinator

Brooke Gaither - Goal Clarity Coach

Laura Lambdin - Mental Health Counselor

Erin Lush - SBDM Parent

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

Comprehensive School Improvement Plan

Blue Lick Elementary

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

Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

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

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff 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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

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

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	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.	Proficient

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

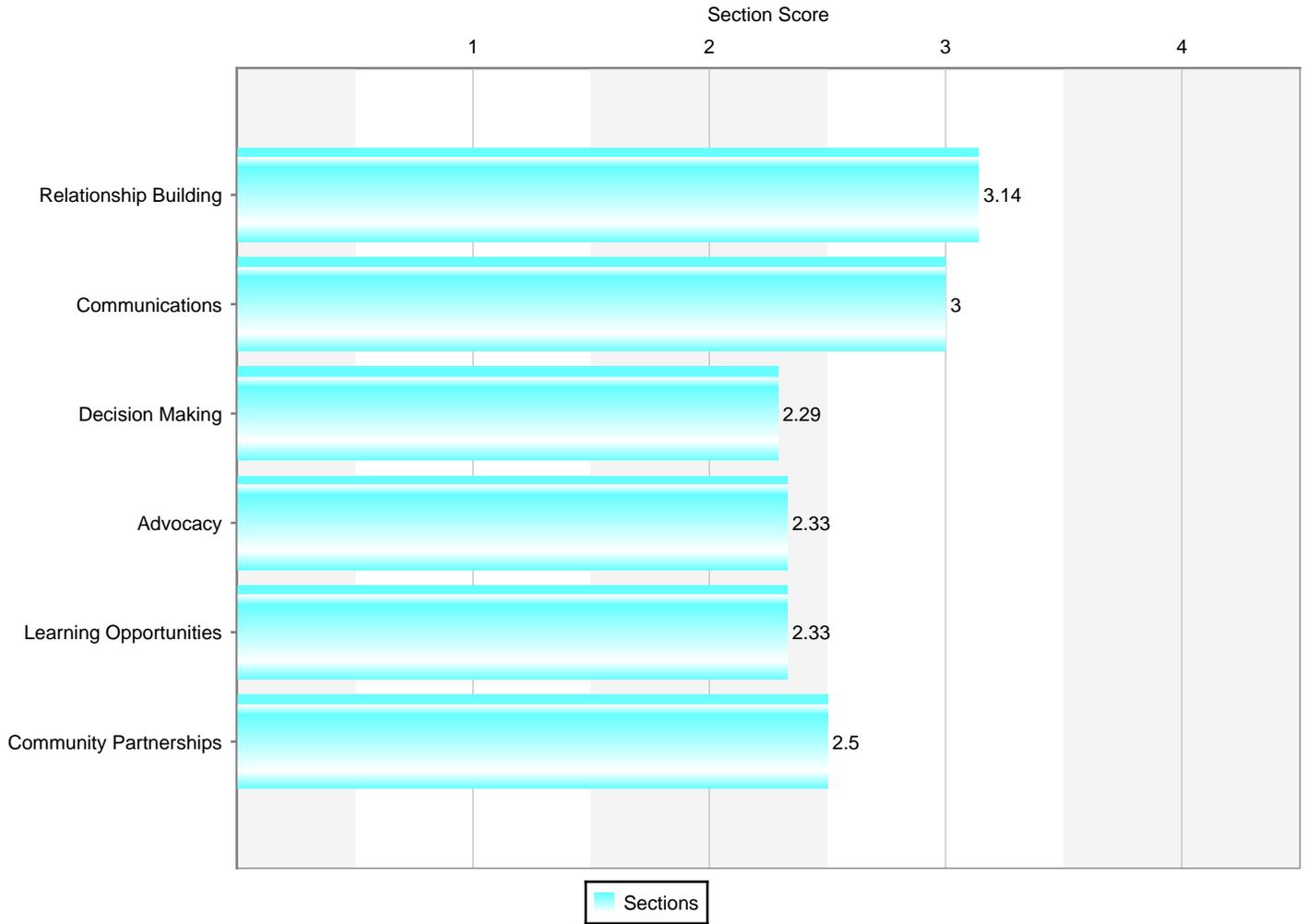
Reflection

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

One of our strengths is the our Family Resource Coordinator works closely with our families. Families know that she is available and they are willing to call her if they need assistance. We continue to look for ways to support our FRYSC and provide more resources that are available. Our mental health counselor and Seven Counties worker continue to work with our Family Resource Coordinator in assisting families. Our area of need more opportunities for parents to actively be involved with their child's learning and progress. Sometimes we have a huge turn-out for parent conferences/events, and sometimes the turn-out is less than we would like. We need to continue to meet with parent representatives (SBDM and PTA) to seek ways to get involved in student progress.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The initial planning process starts with the team leaders. We look at the previous year's plan and determine what prior strategies worked and which did not. The team leaders take the plan to their teams and they show their teams the previous plan and ask them for feedback, which is then presented to the principal.

We also look at this year's data and determine what our new goals are and what strategies we need to include for the new improvement plan.

The SBDM committee (staff and parents) also reviews the prior year's improvement plan. In order to meet the needs of everyone on the SBDM committee, we find a time when we all can meet.

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

Team Leaders reviewed the prior plan and made recommendations for adjustments. Team Leaders shared information with the classroom teachers and asked for feedback and new strategies and activities that need to be included. Parents involved in the SBDM committee and some PTA members also review the plan and provide feedback.

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 classroom teachers review the final plan and the whole new plan is shared with them during a faculty meeting. This revised plan is then shared with the SBDM committee for final approval. Stakeholders on the committee include certified teachers, classified staff, an administrator and parents. Progress is shared twice a year. Progress notes are added as needed.

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?**

The data and information provided was utilized to diagnose whether or not all students were reaching proficiency in all content areas. This information and data indicated that our biggest gap was between ECE students and the proficiency line in the area of reading and math. The data also indicated that 36% of our total Grade 3, 4, and 5 students were scoring at or above the proficiency line in reading. This was a slight drop from the previous year. The data from gap students in these same grades showed that 30% of them were proficient or higher in reading. Of all of our Grade 3, 4 and 5 students, 30% of them scored at or above proficiency in Math. The data from the gap students in these same grades indicated that 30% of them were at the proficiency or higher level. The data does not provide us with insight into what instructional resources and practices account for these results. A close examination of instructional practices and the work of professional learning communities are required to gather this information. Only a combination of both of these will ensure that we reach our AMO for 2017 and our delivery targets in 2019.

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?

Upon release of the KPrep data, we were disappointed that Blue Lick did not make AMO for this past year. We showed improvement in our Writing Areas, Math, and Social Studies. Our number of ECE students reaching proficiency declined. While these areas are worth celebrating, our staff feels that our proficiency numbers should be much higher. We believe that using RTI in both reading and math help us make gains in our reading and our math. While we are not at our delivery targets, we will continue to use RTI and other methods of progress monitoring to ensure that our students are constantly and consistently making their way towards proficiency in all content areas. We have also added a reading lab for our novice students which will help them get to level on their reading skills. The implementation of the professional learning communities will continue to assist us in this continuous growth. Common assessments, along with common planning, will allow time for teachers to be strategic in their instruction and in the interventions for the students who are not making their targets. Formative assessments are given on Fridays and teachers regroup students the following week to provide more individualized instruction based on those assessment results.

Opportunities for Improvement

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

Our biggest area in need of improvement is our ECE students making proficiency targets in the area of reading and MATH. We also have 70% of our students not at the proficiency level in reading and 70% of our students are not at the proficient level in the area of math. These margins are even wider in our GAP students. Our KPREP data indicates that much work is needed in order to reach our AMO for 2017 and our Delivery Targets by 2019. We have several strategies in place to help us reach our AMO for this coming year. Teachers are using formative assessments to check students for proficiency each Friday and then reteaching the standards the following week. Discussions are held weekly to analyze the data and intervention groups are created to strategically match instruction with student need. GAP students not scoring proficient or higher are receiving additional instruction in reading and math. Response to Intervention is used continually to monitor progress on a regular basis and to make instructional adjustments to meet the needs that the data indicates. Before and afternoon school instruction will be included in our daily schedule. We also will continue using our Reading Lab that novice students go to once a day.

Conclusion

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

Our next steps in addressing areas of concern as well as ensuring continued growth in areas of strength is the continued use and refinement of professional learning communities (PLCs). This collaborative model will stay focused on the deconstruction of, and planning for KCAS standards-based instruction. the creation of common formative and summative assessments, as well as the careful analysis of the data results will continue to be the foundation in all PLCs. Well evidenced collaborative decisions will be made for each individual student regarding needs for intervention and/or enrichment based on data analyzed through PLCs and our RTI process. The faculty will continue to set targets and goals for students on a daily basis based on the standards in each content area. Students will set goals and reflect on their own progress toward proficiency. Teachers will continue to use research based strategies in order to help students reach those goals. Embedded and flexible professional development sessions will be planned to enhance instructional strategies as well as strengthen teacher content knowledge.

Final Draft 2016-2017 CSIP

Overview

Plan Name

Final Draft 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	Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets	Objectives: 5 Strategies: 15 Activities: 25	Academic	\$131200
2	Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%	Objectives: 6 Strategies: 6 Activities: 15	Academic	\$272100
3	Create a culture where staff, students, parents, and community stakeholders collaborate to develop and implement systems that support the non-academic needs of the school	Objectives: 2 Strategies: 4 Activities: 14	Organizational	\$32700
4	Progress toward proficiency in all Program Reviews	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5500
5	In 2017, Blue Lick Elementary School will fully implement the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Instructional Resources Goal - Blue Lick Elementary School will use 100% of the Instructional Resources (textbook) funds within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$15000

Goal 1: Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy 1:

ELA Instructional Planning and Design - Teachers will use various resources such as the district curriculum maps and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as teams to dissect ELA standards, curriculum maps, lesson seeds, and instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these plans and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. These plans will be based on needs as indicated by our Kindergarten readiness assessment, MAP data, prior K-Prep data, and district-wide assessments.	Academic Support Program	08/10/2016	12/15/2017	\$6000	General Fund	Principal, goal clarity coach, resource teachers, team leaders
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferences will be held with students about their progress on assessments.	Academic Support Program	08/10/2016	12/15/2017	\$2000	General Fund	Principal, goal clarity coach, Teachers, Assistant Principal
Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, all grade teams, Kindergarten through Fifth Grade, will meet to plan vertically. Each grade will look at the standards and instruction for the year prior and the year following their own grade. Standards will be aligned and reviewed to be sure that there are no gaps in the instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Goal clarity coach, Principal

Strategy 2:

ELA Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Blue Lick Elementary

Research Cited: Robert Marzano

Activity - Learning Tragets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily learning targets for students. Teachers will align standards to instruction and assessment .	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use shared reading and reading workshop as means of teaching ELA standards. Vocabulary, stamina building, guided reading and learning centers will be a part of the daily instruction. These best practices will be reflected through administrative documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$1000	District Funding	Classroom teachers, Principal

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family literacy night(s) will be held to provide parents with a tool kit of strategies that they can use to reinforce literacy at home.	Parent Involvement	08/10/2016	12/15/2017	\$1000	FRYSC, Title I Schoolwide	Family Resource Coordinator, principal, goal clarity coach, Teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participating in the Bellarmine Literacy Project will integrate their learning into their classroom instruction. This will include ways to improve fluency, phonemic awareness, phonics, vocabulary, and comprehension strategies.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Literacy Lead teacher, Principal, Project participants

Strategy 3:

Maintaining an ELA Professional Learning Community - PLC's will meet weekly to determine instructional needs and to discuss formative assessments.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Blue Lick Elementary

PLCs will meet weekly during school hours with our goal clarity coach and administrators. They will create common formative assessments in reading and will assess students. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used throughout the year for extended analysis.	Academic Support Program	08/10/2016	12/15/2017	\$60000	Title I Schoolwide	Principal, Goal Clarity Coach, Instructional Coaches, Assistant Principal
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Measurable Objective 2:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Strategy 1:

Mathematics Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as teams to look at Common Core Math standards, curriculum maps, placemats, units of study and math instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these units and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. We will use grade level mathematics framework as a means of visual tracking of standards. These units will be based on needs as indicated by our Kindergarten readiness assessment, prior K-Prep data, MAP data, district-wide assessments, and common formative assessments.	Academic Support Program	08/10/2016	12/15/2017	\$1000	General Fund	Principal, goal clarity coach, instructional Coaches, team leaders

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set student goals using goal sheets and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, goal clarity coach, resource teachers, team leaders

Strategy 2:

Mathematics Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily.	Academic Support Program	08/10/2016	12/15/2017	\$200	General Fund	Classroom teachers

Activity - Daily Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instruction of the Math Common Core Standards will be delivered using best practices in the classroom. Math workshop and math discourse will be a daily part of classroom instruction. The goal clarity coach will work with teachers to assist with the delivery of best practices. These best practices will be reflected through principal walk through documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, goal clarity coach, Principal, Assistant Principal

Strategy 3:

Maintaining a Mathematics Professional Learning Community - PLC's will be created and meet weekly to determine instructional needs, including math instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach. They will create common formative assessments in math.. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used three times throughout the year for extended analysis. Teams will meet both horizontally and vertically.	Academic Support Program	08/10/2016	12/15/2017	\$60000	Title I Schoolwide	Team Leaders, resource teachers, principal, goal clarity coach

Measurable Objective 3:

64% of Fourth grade students will demonstrate a proficiency of the Next Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy 1:

Science Instructional Planning and Design -

Teachers will use various resources and available documents as tools for implementing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

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

Blue Lick Elementary

Teachers will meet as teams to look at the Next Generation Science Standards, curriculum maps, program reviews, and the Foss Science kits to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content and implementing the Next Generation Science Standards	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal
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Strategy 2:

Science Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Science Professional Learning Community - PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards and use of appropriate instructional resources. The science lead and Science lab teacher attends district meetings regarding science instruction with other teachers in the district.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Team Leaders, Goal Clarity Coach, Instructional Coaches, Principal, Assistant Principal

Measurable Objective 4:

60% of Fifth grade students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy 1:

Social Studies Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Comprehensive School Improvement Plan

Blue Lick Elementary

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as teams to look at Social Studies Core Content, curriculum maps, program reviews, and instructional resources to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set student goals for mastery and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal

Strategy 2:

Social Studies Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Social Studies Professional Learning Community - Social Studies PLC's will be created and meet during selected faculty meetings to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Team Leaders, Instructional Coach, Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Measurable Objective 5:

42% of Fourth and Fifth grade students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy 1:

Writing Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as teams to look at the JCPS writing curriculum maps, the JCPS writing lessons and the writing program review to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching writing, writing mechanics, and on-demand writing.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal, goal clarity coach

Activity - Goal Setting and Bench Marking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set student writing goals and students will set both short and long term goals of proficiency throughout the year based on benchmarks. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal, Goal Clarity COach

Strategy 2:

Writing Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers

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

Blue Lick Elementary

Students will have authentic writing experiences, such as letters of persuasion, literary pieces for publication, letters to various audiences, and informational writing to other students. School-wide on demand live scoring will take place this year.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Goal Clarity coach, Principal
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Strategy 3:

Writing Professional Learning Community - Writing PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing PLCs will meet during selected faculty meetings. They will review student writing and pacing of completion of pieces. Deadlines will be determined.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Team Leaders, Instructional Coach, Principal

Goal 2: Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy 1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0	General Fund	team teachers

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

Blue Lick Elementary

All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$35500	State Funds, General Fund	Reading Lab Teachers, Classroom teachers
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Activity - Reading Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000	Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Read to Achieve	Reading Recovery Teacher

Activity - Volunteer Senor Harry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senor Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0	No Funding Required	Principal

Measurable Objective 2:

43% of Third, Fourth and Fifth grade Black or African-American students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy 1:

Reading Interventions - Identified students will receive reading interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Additional Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000	Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

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

Blue Lick Elementary

Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000	General Fund	Classroom teachers, Reading Lab teacher
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Activity - Culturally Responsive Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000	Title I Schoolwide	Classroom teachers, Principal

Measurable Objective 3:

41% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Strategy 1:

Mathematics Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Team teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600	General Fund	Classroom teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000	State Funds	Daytime ESS teacher

Measurable Objective 4:

60% of Fourth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of New Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy 1:

Science Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce

Comprehensive School Improvement Plan

Blue Lick Elementary

the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Science Specific Programing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$1000	FRYSC, General Fund	Classroom teachers

Measurable Objective 5:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy 1:

Social Studies Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level.

Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Social Studies Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers

Measurable Objective 6:

39% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy 1:

Writing Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Small group writing opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000	Title I Schoolwide	Classroom teachers, Goal Clarity Coach

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - After school writing club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Selected classroom teachers

Goal 3: Create a culture where staff, students, parents, and community stakeholders collaborate to develop and implement systems that support the non-academic needs of the school

Measurable Objective 1:

collaborate to increase stakeholder involvement in supporting school needs by 12/15/2017 as measured by students demonstrating proficiency of delivery targets.

Strategy 1:

Parental Involvement - Parents will become active participants in the education of their children.

Category: Stakeholder Engagement

Research Cited: Comprehensive School Report Card

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have regular contact with parents through phone calls, email, or face to face meetings.	Parent Involvement	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Administrators

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication between school and home will include conferences, emails, progress reports, student agendas, postcards of Lions Roaring with PRIDE, monthly newsletters, Facebook, Twitter, One Call message delivery system and the school marquee.	Parent Involvement	08/10/2016	12/15/2017	\$2500	General Fund	Administrators, Teachers

Activity - Watch D.O.G.S. program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
D.O.G.S (Dads of Good Students) will volunteer to spend a day helping out at Blue Lick. Activities will include greeting students as they get off the bus, assisting in the lunchroom, reading aloud to students, mentoring students, etc.	Parent Involvement	08/10/2016	12/15/2017	\$500	Other	Assistant Principal, Family Resource Coordinator

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

Blue Lick Elementary

We will hold family evening events throughout the year. In late summer, we will hold Kindergarten Orientations, Meet Your Desk Day, and Open House. Throughout the school year, we will have a Fall Festival, a Writing/Literacy Night, and other parent participation events. We will also hold an Academic Night in the spring for students to show off what they have learned this past year.	Parent Involvement	08/10/2016	12/15/2017	\$2000	FRYSC, General Fund, Title I Schoolwide	Principal, Family Resource Coordinator, Assistant Principal
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Strategy 2:

Community Involvement - Students will become actively involved with the community. Community members will be invited to be a part of activities occurring within our building.

Category: Stakeholder Engagement

Research Cited: Comprehensive School Report Card

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go to the local nursing home during the holidays to sing to the residents. Students will continue that contact throughout the year by making crafts to be delivered to the nursing home.	Field Trip	08/10/2016	12/15/2017	\$300	Other	Administrators, Team Leaders

Activity - Local Business Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local businesses will be invited to have booths at our Family Nights throughout the year. Such businesses include Hwang's Martial Arts, Hesters, Schellers Fitness and Cycling, South Louisville Rotary Club, etc.	Community Engagement	08/10/2016	12/15/2017	\$0	No Funding Required	Administrators, Family Resource Coordinator

Activity - University Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from local universities (U of L and Bellarmine) will work in classrooms with teachers to help provide small group opportunities. These university students will also work with students to motivate them to strive for success and excellence in both academics and non-academics.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Principal

Activity - Guest Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will invite Guest Readers come to their rooms and read aloud to the students. These guests will include parents but will also include local business people.	Community Engagement	08/10/2016	12/15/2017	\$400	General Fund	Principal, Assistant Principal, Classroom teachers

Activity - Rotary Club Dictionary Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Blue Lick Elementary

The South Louisville Rotary Club will provide a new dictionary to every third grader. Students will be able to take these home to keep and to use for themselves.	Community Engagement	11/09/2016	12/15/2017	\$0	No Funding Required	Principal
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Measurable Objective 2:

collaborate to increase staff involvement in supporting school needs by 12/15/2017 as measured by demonstrating proficiency of delivery targets.

Strategy 1:

Meeting Student non-academic needs - Staff will participate in activities that promote the physical, mental, and social aspects of our students' lives.

Category: Stakeholder Engagement

Research Cited: Comprehensive School Report Card

Activity - Care for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school uses PBIS, a program that promotes citizenship, ownership, responsibility, and values. Activities include daily morning meetings, class meetings for problem solving, closing meetings for daily reflection, and next day goal setting, and responsive discipline when needed.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers

Activity - Student Success Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Student Success Coach will work with staff to identify students in need of behavior and social support. Coach will meet daily with students and regularly with teachers to set goals for success.	Behavioral Support Program	08/10/2016	12/15/2017	\$25000	District Funding	Student Success Coach

Activity - Student Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will recognize in a variety of ways throughout the year. Weekly, STAR students will be honored for displaying character traits of the week. PAW students will be honored for exceeding behavior expectations. Perfect attendance will be celebrated throughout the year.	Behavioral Support Program	08/10/2016	12/15/2017	\$2000	General Fund	Classroom teachers, Administrators

Strategy 2:

TELL survey - TELL survey results will be used to improve identified concerns of staff

Category: Continuous Improvement

Research Cited: Robert Mazarno

Activity - Sharing Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will share and discuss results from the TELL survey administered in the spring	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Principal Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use TELL survey results as a part of the yearly professional growth plan, integrated along with the Val-Ed survey used by KDE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal

Goal 4: Progress toward proficiency in all Program Reviews

Measurable Objective 1:

collaborate to move toward proficiency in indicator ratings on our Arts and Humanities, World Language, Practical Living/Career Studies, K-3 Program, and Writing Program reviews by 12/15/2017 as measured by KPREP.

Strategy 1:

Strategic Implementation of all Program Review indicators - Teachers will work together as a school to implement the Program Reviews.

Category: Continuous Improvement

Research Cited: KDE documents

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade teams will determine the person on each team that will be the manager of each review on each team. That person will work with the other teachers in creating activities and opportunities for their prescribed program review. Committees for each review will meet regularly to determine level of implementation and will plan for additional strategies to be used.	Academic Support Program	08/10/2016	12/15/2017	\$1500	General Fund	Program Review chairpersons, team teachers, Assistant Principal

Activity - Health Promotion School of Excellence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our involvement with Health Promotions Schools of Excellence will preface our constant drive for student wellness. This will be reflected in our SBDM wellness policy, our Breakfast in the Classroom program, our health curriculum, extra curricular activities such as Run Louisville Run, 100 Mile Club, Girls on the Run, Soccer Clinics, Basketball clinics, etc. These programs and activities will be used as evidence to support proficiency in our program reviews, particularly Practical Living.	Behavioral Support Program	08/10/2016	12/15/2017	\$3000	Other	Program review chairpersons, Physical Education Teacher, SBDM committee, Principal

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

Blue Lick Elementary

There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$1000	Title I Schoolwide, General Fund	Kindergarten teachers, Counselor, Principal, Instructional Coaches
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Goal 5: In 2017, Blue Lick Elementary School will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 12/15/2017 as measured by surveys or other checks of understanding after professional development activities.

Strategy 1:

Full Implementation With Accountability - All classroom teachers will implement TPGES. Others, such as the librarian, speech teacher, etc. will pilot the program for this year.

Category: Teacher PGES

Research Cited: Charlotte Danielson

Activity - Teacher Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement TPGES through videos, text, and walk through experiences. Teachers will work with peers and administrators to complete their self-reflections, professional growth plans, and their student growth goals.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal and Assistant Principal

Goal 6: Instructional Resources Goal - Blue Lick Elementary School will use 100% of the Instructional Resources (textbook) funds within two years to support student access to high quality resources.

Measurable Objective 1:

Comprehensive School Improvement Plan

Blue Lick Elementary

collaborate to allocate 100% of the funds for Instructional Materials (textbooks) to be used to improve student access to high-quality standards aligned resources. by 12/15/2017 as measured by 100% of the funds allocated for Instructional Materials (textbooks) .

Strategy 1:

Instructional Resources Identification and Alignment - Blue Lick will identify and then determine alignment of our instructional resources with classroom instruction and the Common Core Standards.

Category: Learning Systems

Activity - SBDM Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM committee will review and revise (if needed) the school policy for the selection of instructional materials and textbooks, with a continued review for each school year.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	SBDM committee, principal
Activity - Selection of Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will develop a plan and a rubric to use as they compare available resources that support our instructional practices with continued review.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	Selected classroom teachers, instructional coaches, parents, administrators
Activity - Purchase of Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing possible instructional resources and selecting those that meet our instructional needs the best, the school will purchase the resources.	Policy and Process	08/10/2016	12/15/2017	\$15000	Text Books	Instructional resources committee, principal, bookkeeper

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Watch D.O.G.S. program	D.O.G.S (Dads of Good Students) will volunteer to spend a day helping out at Blue Lick. Activities will include greeting students as they get off the bus, assisting in the lunchroom, reading aloud to students, mentoring students, etc.	Parent Involvement	08/10/2016	12/15/2017	\$500	Assistant Principal, Family Resource Coordinator
Community Outreach	Students will go to the local nursing home during the holidays to sing to the residents. Students will continue that contact throughout the year by making crafts to be delivered to the nursing home.	Field Trip	08/10/2016	12/15/2017	\$300	Administrators, Team Leaders
Health Promotion School of Excellence	Our involvement with Health Promotions Schools of Excellence will preface our constant drive for student wellness. This will be reflected in our SBDM wellness policy, our Breakfast in the Classroom program, our health curriculum, extra curricular activities such as Run Louisville Run, 100 Mile Club, Girls on the Run, Soccer Clinics, Basketball clinics, etc. These programs and activities will be used as evidence to support proficiency in our program reviews, particularly Practical Living.	Behavioral Support Program	08/10/2016	12/15/2017	\$3000	Program review chairpersons, Physical Education Teacher, SBDM committee, Principal
Total					\$3800	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Specific Programing	Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500	Classroom teachers
Literacy Night	A family literacy night(s) will be held to provide parents with a tool kit of strategies that they can use to reinforce literacy at home.	Parent Involvement	08/10/2016	12/15/2017	\$500	Family Resource Coordinator, principal, goal clarity coach, Teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Family Evening Events	We will hold family evening events throughout the year. In late summer, we will hold Kindergarten Orientations, Meet Your Desk Day, and Open House. Throughout the school year, we will have a Fall Festival, a Writing/Literacy Night, and other parent participation events. We will also hold an Academic Night in the spring for students to show off what they have learned this past year.	Parent Involvement	08/10/2016	12/15/2017	\$500	Principal, Family Resource Coordinator, Assistant Principal
Total					\$1500	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Materials	After reviewing possible instructional resources and selecting those that meet our instructional needs the best, the school will purchase the resources.	Policy and Process	08/10/2016	12/15/2017	\$15000	Instructional resources committee, principal, bookkeeper
Total					\$15000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Lab	Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000	Reading Lab teacher, Reading Lab instructional assistant
Culturally Responsive Texts	Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000	Classroom teachers, Principal
Weekly embedded PLC meetings	PLCs will meet weekly during school hours with our goal clarity coach. They will create common formative assessments in math. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used three times throughout the year for extended analysis. Teams will meet both horizontally and vertically.	Academic Support Program	08/10/2016	12/15/2017	\$60000	Team Leaders, resource teachers, principal, goal clarity coach
Small group writing opportunities	Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000	Classroom teachers, Goal Clarity Coach

Comprehensive School Improvement Plan

Blue Lick Elementary

Kindergarten Orientations	There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$500	Kindergarten teachers, Counselor, Principal, Instructional Coaches
Family Evening Events	We will hold family evening events throughout the year. In late summer, we will hold Kindergarten Orientations, Meet Your Desk Day, and Open House. Throughout the school year, we will have a Fall Festival, a Writing/Literacy Night, and other parent participation events. We will also hold an Academic Night in the spring for students to show off what they have learned this past year.	Parent Involvement	08/10/2016	12/15/2017	\$500	Principal, Family Resource Coordinator, Assistant Principal
Literacy Night	A family literacy night(s) will be held to provide parents with a tool kit of strategies that they can use to reinforce literacy at home.	Parent Involvement	08/10/2016	12/15/2017	\$500	Family Resource Coordinator, principal, goal clarity coach, Teachers
Weekly embedded PLC meetings	PLCs will meet weekly during school hours with our goal clarity coach and administrators. They will create common formative assessments in reading and will assess students. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used throughout the year for extended analysis.	Academic Support Program	08/10/2016	12/15/2017	\$60000	Principal, Goal Clarity Coach, Instructional Coaches, Assistant Principal
Additional Reading Instruction	Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000	Reading Lab teacher, Reading Lab instructional assistant
Total					\$292500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Specific Programing	Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500	Classroom teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Lexia	All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$5500	Reading Lab Teachers, Classroom teachers
Academic Planning	Teachers will meet as teams to dissect ELA standards, curriculum maps, lesson seeds, and instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these plans and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. These plans will be based on needs as indicated by our Kindergarten readiness assessment, MAP data, prior K-Prep data, and district-wide assessments.	Academic Support Program	08/10/2016	12/15/2017	\$6000	Principal, goal clarity coach, resource teachers, team leaders
Program Review Committees	Grade teams will determine the person on each team that will be the manager of each review on each team. That person will work with the other teachers in creating activities and opportunities for their prescribed program review. Committees for each review will meet regularly to determine level of implementation and will plan for additional strategies to be used.	Academic Support Program	08/10/2016	12/15/2017	\$1500	Program Review chairpersons, team teachers, Assistant Principal
Lexia	Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000	Classroom teachers, Reading Lab teacher
Targets and I CAN Statements	Teachers will display daily targets and I CAN statements for students. Students will self assess daily.	Academic Support Program	08/10/2016	12/15/2017	\$200	Classroom teachers
Kindergarten Orientations	There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$500	Kindergarten teachers, Counselor, Principal, Instructional Coaches

Comprehensive School Improvement Plan

Blue Lick Elementary

Academic Planning	Teachers will meet as teams to look at Common Core Math standards, curriculum maps, placemats, units of study and math instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these units and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. We will use grade level mathematics framework as a means of visual tracking of standards. These units will be based on needs as indicated by our Kindergarten readiness assessment, prior K-Prep data, MAP data, district-wide assessments, and common formative assessments.	Academic Support Program	08/10/2016	12/15/2017	\$1000	Principal, goal clarity coach, instructional Coaches, team leaders
Reading Instruction	Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0	team teachers
Student Recognitions	Students will recognize in a variety of ways throughout the year. Weekly, STAR students will be honored for displaying character traits of the week. PAW students will be honored for exceeding behavior expectations. Perfect attendance will be celebrated throughout the year.	Behavioral Support Program	08/10/2016	12/15/2017	\$2000	Classroom teachers, Administrators
Family Evening Events	We will hold family evening events throughout the year. In late summer, we will hold Kindergarten Orientations, Meet Your Desk Day, and Open House. Throughout the school year, we will have a Fall Festival, a Writing/Literacy Night, and other parent participation events. We will also hold an Academic Night in the spring for students to show off what they have learned this past year.	Parent Involvement	08/10/2016	12/15/2017	\$1000	Principal, Family Resource Coordinator, Assistant Principal
Moby Max	Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600	Classroom teachers
Goal Setting	Conferences will be held with students about their progress on assessments.	Academic Support Program	08/10/2016	12/15/2017	\$2000	Principal, goal clarity coach, Teachers, Assistant Principal
Guest Readers	Classroom teachers will invite Guest Readers come to their rooms and read aloud to the students. These guests will include parents but will also include local business people.	Community Engagement	08/10/2016	12/15/2017	\$400	Principal, Assistant Principal, Classroom teachers
Parent Communication	Communication between school and home will include conferences, emails, progress reports, student agendas, postcards of Lions Roaring with PRIDE, monthly newsletters, Facebook, Twitter, One Call message delivery system and the school marquee.	Parent Involvement	08/10/2016	12/15/2017	\$2500	Administrators, Teachers
Total					\$28700	

Comprehensive School Improvement Plan

Blue Lick Elementary

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Reading Recovery Teacher
Total					\$50000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Workshop	Teachers will use shared reading and reading workshop as means of teaching ELA standards. Vocabulary, stamina building, guided reading and learning centers will be a part of the daily instruction. These best practices will be reflected through administrative documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$1000	Classroom teachers, Principal
Student Success Coach	A Student Success Coach will work with staff to identify students in need of behavior and social support. Coach will meet daily with students and regularly with teachers to set goals for success.	Behavioral Support Program	08/10/2016	12/15/2017	\$25000	Student Success Coach
Total					\$26000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Planning	Teachers will meet as teams to look at Social Studies Core Content, curriculum maps, program reviews, and instructional resources to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal
Targets and I CAN Statements	Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers
Daily Math Instruction	Math instruction of the Math Common Core Standards will be delivered using best practices in the classroom. Math workshop and math discourse will be a daily part of classroom instruction. The goal clarity coach will work with teachers to assist with the delivery of best practices. These best practices will be reflected through principal walk through documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, goal clarity coach, Principal, Assistant Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Math Instruction	Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0	Team teachers
Volunteer Senor Harry	Senor Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0	Principal
Vertical Planning	Throughout the school year, all grade teams, Kindergarten through Fifth Grade, will meet to plan vertically. Each grade will look at the standards and instruction for the year prior and the year following their own grade. Standards will be aligned and reviewed to be sure that there are no gaps in the instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom teachers, Goal clarity coach, Principal
Academic Planning	Teachers will meet as teams to look at the Next Generation Science Standards, curriculum maps, program reviews, and the Foss Science kits to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content and implementing the Next Generation Science Standards	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal
Goal Setting	Teachers will set student goals for mastery and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal
Targets and I CAN Statements	Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers
Goal Setting and Bench Marking	Teachers will set student writing goals and students will set both short and long term goals of proficiency throughout the year based on benchmarks. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal, Goal Clarity COach
Selection of Materials	A committee will develop a plan and a rubric to use as they compare available resources that support our instructional practices with continued review.	Policy and Process	08/10/2016	12/15/2017	\$0	Selected classroom teachers, instructional coaches, parents, administrators
Embedded PLC Meetings	Social Studies PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	Team Leaders, Instructional Coach, Principal
Authentic Writing	Students will have authentic writing experiences, such as letters of persuasion, literary pieces for publication, letters to various audiences, and informational writing to other students. School-wide on demand live scoring will take place this year.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Goal Clarity coach, Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Targets and I CAN Statements	Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers
Embedded PLC Meetings	Science PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards and use of appropriate instructional resources. The science lead and Science lab teacher attends district meetings regarding science instruction with other teachers in the district.	Academic Support Program	08/10/2016	12/15/2017	\$0	Team Leaders, Goal Clarity Coach, Instructional Coaches, Principal, Assistant Principal
PLC Meetings	Writing PLCs will meet during selected faculty meetings. They will review student writing and pacing of completion of pieces. Deadlines will be determined.	Academic Support Program	08/10/2016	12/15/2017	\$0	Team Leaders, Instructional Coach, Principal
Care for Kids	The school uses PBIS, a program that promotes citizenship, ownership, responsibility, and values. Activities include daily morning meetings, class meetings for problem solving, closing meetings for daily reflection, and next day goal setting, and responsive discipline when needed.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers
Bellarmine Literacy Project	Teachers participating in the Bellarmine Literacy Project will integrate their learning into their classroom instruction. This will include ways to improve fluency, phonemic awareness, phonics, vocabulary, and comprehension strategies.	Direct Instruction	08/10/2016	12/15/2017	\$0	Literacy Lead teacher, Principal, Project participants
University Partnerships	Students from local universities (U of L and Bellarmine) will work in classrooms with teachers to help provide small group opportunities. These university students will also work with students to motivate them to strive for success and excellence in both academics and non-academics.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal
Social Studies Small Groups	On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers
Sharing Results	Principal will share and discuss results from the TELL survey administered in the spring	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal
Principal Growth Plan	Principal will use TELL survey results as a part of the yearly professional growth plan, integrated along with the Val-Ed survey used by KDE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal
Parent Conferences	Teachers will have regular contact with parents through phone calls, email, or face to face meetings.	Parent Involvement	08/10/2016	12/15/2017	\$0	Teachers, Administrators

Comprehensive School Improvement Plan

Blue Lick Elementary

Teacher Implementation	All teachers will implement TPGES through videos, text, and walk through experiences. Teachers will work with peers and administrators to complete their self-reflections, professional growth plans, and their student growth goals.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal and Assistant Principal
Academic Planning	Teachers will meet as teams to look at the JCPS writing curriculum maps, the JCPS writing lessons and the writing program review to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching writing, writing mechanics, and on-demand writing.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal, goal clarity coach
Goal Setting	Teachers will set student goals using goal sheets and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, goal clarity coach, resource teachers, team leaders
SBDM Policy	The SBDM committee will review and revise (if needed) the school policy for the selection of instructional materials and textbooks, with a continued review for each school year.	Policy and Process	08/10/2016	12/15/2017	\$0	SBDM committee, principal
Rotary Club Dictionary Program	The South Louisville Rotary Club will provide a new dictionary to every third grader. Students will be able to take these home to keep and to use for themselves.	Community Engagement	11/09/2016	12/15/2017	\$0	Principal
After school writing club	An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0	Selected classroom teachers
Local Business Involvement	Local businesses will be invited to have booths at our Family Nights throughout the year. Such businesses include Hwang's Martial Arts, Hesters, Schellers Fitness and Cycling, South Louisville Rotary Club, etc.	Community Engagement	08/10/2016	12/15/2017	\$0	Administrators, Family Resource Coordinator
Learning Tragets	Teachers will display daily learning targets for students. Teachers will align standards to instruction and assessment.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia	All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$30000	Reading Lab Teachers, Classroom teachers
ESS	A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000	Daytime ESS teacher
Total					\$39000	

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	Reviewed Data and Systems for additional needs.	

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	The school uses collaboration through PLCS to guide our instruction and to determine the formative assessments.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The kindergarten students were allowed to have a mini camp and assessed student knowledge through the Brigance.	

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	The new programs are researched based.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school interviews candidates that have completed certification and application with the district.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The Title 1 funds support at risk student achievement.	

Comprehensive School Improvement Plan

Blue Lick Elementary

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent involvement is welcomed at Blue Lick. Conferences, family nights, celebrations, communication, and PTA events are ways we include parents.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The team leaders help plan and determine the needs for the school.	

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	The professional development aligns to the needs of the teachers and school.	

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	Student achievement results are discussed and plans are adapted when needed.	

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	Teachers were asked about the needs that they have to increase student achievement.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Many teachers have participated in the BLP in order to provide literacy support for many of our most struggling students.	

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	Funds and resources are allocated to services provided to our most struggling students.	

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	Interventions do not take place during core 1 instruction, therefore students have access to both the new content and intervention services.	

Comprehensive School Improvement Plan

Blue Lick Elementary

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Extended learning and field trips have been planned to support school wide activities.	

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	Intervention teachers are required to submit progress data.	

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parental involvement is an area that still needs support but many parents support our PTA.	

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

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

Comprehensive School Improvement Plan

Blue Lick 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	https://www.jefferson.kyschools.us/	

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	pD is provided.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Comprehensive School Improvement Plan

Blue Lick 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.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Create a culture where staff, students, parents, and community stakeholders collaborate to develop and implement systems that support the non-academic needs of the school

Measurable Objective 1:

collaborate to increase staff involvement in supporting school needs by 12/15/2017 as measured by demonstrating proficiency of delivery targets.

Strategy1:

TELL survey - TELL survey results will be used to improve identified concerns of staff

Category: Continuous Improvement

Research Cited: Robert Mazarno

Activity - Sharing Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will share and discuss results from the TELL survey administered in the spring	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal

Activity - Principal Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will use TELL survey results as a part of the yearly professional growth plan, integrated along with the Val-Ed survey used by KDE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal

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

Goal 1:

Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets

Measurable Objective 1:

64% of Fourth grade students will demonstrate a proficiency of the Next Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy1:

Science Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Science Instructional Planning and Design -

Teachers will use various resources and available documents as tools for implementing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at the Next Generation Science Standards, curriculum maps, program reviews, and the Foss Science kits to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content and implementing the Next Generation Science Standards	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Strategy3:

Science Professional Learning Community - PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards and use of appropriate instructional resources. The science lead and Science lab teacher attends district meetings regarding science instruction with other teachers in the district.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Goal Clarity Coach, Instructional Coaches, Principal, Assistant Principal

Measurable Objective 2:

Comprehensive School Improvement Plan

Blue Lick Elementary

60% of Fifth grade students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Professional Learning Community - Social Studies PLC's will be created and meet during selected faculty meetings to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Instructional Coach, Principal

Strategy2:

Social Studies Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Social Studies Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at Social Studies Core Content, curriculum maps, program reviews, and instructional resources to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student goals for mastery and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Measurable Objective 3:

42% of Fourth and Fifth grade students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at the JCPS writing curriculum maps, the JCPS writing lessons and the writing program review to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching writing, writing mechanics, and on-demand writing.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal, goal clarity coach

Activity - Goal Setting and Bench Marking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student writing goals and students will set both short and long term goals of proficiency throughout the year based on benchmarks. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal, Goal Clarity COach

Strategy2:

Writing Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Authentic Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have authentic writing experiences, such as letters of persuasion, literary pieces for publication, letters to various audiences, and informational writing to other students. School-wide on demand live scoring will take place this year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Goal Clarity coach, Principal

Strategy3:

Writing Professional Learning Community - Writing PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PLCs will meet during selected faculty meetings. They will review student writing and pacing of completion of pieces. Deadlines will be determined.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Instructional Coach, Principal

Measurable Objective 4:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Maintaining an ELA Professional Learning Community - PLC's will meet weekly to determine instructional needs and to discuss formative assessments.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach and administrators. They will create common formative assessments in reading and will assess students. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used throughout the year for extended analysis.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Title I Schoolwide	Principal, Goal Clarity Coach, Instructional Coaches, Assistant Principal

Strategy2:

ELA Instructional Planning and Design - Teachers will use various resources such as the district curriculum maps and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conferences will be held with students about their progress on assessments.	Academic Support Program	08/10/2016	12/15/2017	\$2000 - General Fund	Principal, goal clarity coach, Teachers, Assistant Principal

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to dissect ELA standards, curriculum maps, lesson seeds, and instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these plans and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. These plans will be based on needs as indicated by our Kindergarten readiness assessment, MAP data, prior K-Prep data, and district-wide assessments.	Academic Support Program	08/10/2016	12/15/2017	\$6000 - General Fund	Principal, goal clarity coach, resource teachers, team leaders

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, all grade teams, Kindergarten through Fifth Grade, will meet to plan vertically. Each grade will look at the standards and instruction for the year prior and the year following their own grade. Standards will be aligned and reviewed to be sure that there are no gaps in the instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Goal clarity coach, Principal

Strategy3:

ELA Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night(s) will be held to provide parents with a tool kit of strategies that they can use to reinforce literacy at home.	Parent Involvement	08/10/2016	12/15/2017	\$500 - FRYSC \$500 - Title I Schoolwide	Family Resource Coordinator, principal, goal clarity coach, Teachers

Activity - Learning Tragetts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily learning targets for students. Teachers will align standards to instruction and assessment .	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use shared reading and reading workshop as means of teaching ELA standards. Vocabulary, stamina building, guided reading and learning centers will be a part of the daily instruction. These best practices will be reflected through administrative documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$1000 - District Funding	Classroom teachers, Principal

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participating in the Bellarmine Literacy Project will integrate their learning into their classroom instruction. This will include ways to improve fluency, phonemic awareness, phonics, vocabulary, and comprehension strategies.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Literacy Lead teacher, Principal, Project participants

Measurable Objective 5:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Strategy1:

Mathematics Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student goals using goal sheets and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, goal clarity coach, resource teachers, team leaders

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at Common Core Math standards, curriculum maps, placemats, units of study and math instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these units and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. We will use grade level mathematics framework as a means of visual tracking of standards. These units will be based on needs as indicated by our Kindergarten readiness assessment, prior K-Prep data, MAP data, district-wide assessments, and common formative assessments.	Academic Support Program	08/10/2016	12/15/2017	\$1000 - General Fund	Principal, goal clarity coach, instructional Coaches, team leaders

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy2:

Maintaining a Mathematics Professional Learning Community - PLC's will be created and meet weekly to determine instructional needs, including math instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach. They will create common formative assessments in math.. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used three times throughout the year for extended analysis. Teams will meet both horizontally and vertically.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Title I Schoolwide	Team Leaders, resource teachers, principal, goal clarity coach

Strategy3:

Mathematics Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily.	Academic Support Program	08/10/2016	12/15/2017	\$200 - General Fund	Classroom teachers

Activity - Daily Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instruction of the Math Common Core Standards will be delivered using best practices in the classroom. Math workshop and math discourse will be a daily part of classroom instruction. The goal clarity coach will work with teachers to assist with the delivery of best practices. These best practices will be reflected through principal walk through documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, goal clarity coach, Principal, Assistant Principal

Goal 2:

Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

41% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy1:

Mathematics Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Team teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000 - State Funds	Daytime ESS teacher

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600 - General Fund	Classroom teachers

Measurable Objective 2:

43% of Third, Fourth and Fifth grade Black or African-American students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Reading Interventions - Identified students will receive reading interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000 - General Fund	Classroom teachers, Reading Lab teacher

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Culturally Responsive Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000 - Title I Schoolwide	Classroom teachers, Principal

Activity - Additional Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Measurable Objective 3:

60% of Fourth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of New Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy1:

Science Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Science Specific Programing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500 - FRYSC \$500 - General Fund	Classroom teachers

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0 - General Fund	team teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Read to Achieve	Reading Recovery Teacher

Activity - Volunteer Senor Harry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senor Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0 - No Funding Required	Principal

Activity - Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - State Funds \$5500 - General Fund	Reading Lab Teachers, Classroom teachers

Measurable Objective 5:

39% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Small group writing opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - Title I Schoolwide	Classroom teachers, Goal Clarity Coach

Activity - After school writing club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Selected classroom teachers

Measurable Objective 6:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Social Studies Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

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

Goal 1:

Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Strategy1:

Mathematics Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Comprehensive School Improvement Plan

Blue Lick Elementary

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student goals using goal sheets and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, goal clarity coach, resource teachers, team leaders

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at Common Core Math standards, curriculum maps, placemats, units of study and math instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these units and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. We will use grade level mathematics framework as a means of visual tracking of standards. These units will be based on needs as indicated by our Kindergarten readiness assessment, prior K-Prep data, MAP data, district-wide assessments, and common formative assessments.	Academic Support Program	08/10/2016	12/15/2017	\$1000 - General Fund	Principal, goal clarity coach, instructional Coaches, team leaders

Strategy2:

Maintaining a Mathematics Professional Learning Community - PLC's will be created and meet weekly to determine instructional needs, including math instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach. They will create common formative assessments in math.. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used three times throughout the year for extended analysis. Teams will meet both horizontally and vertically.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Title I Schoolwide	Team Leaders, resource teachers, principal, goal clarity coach

Measurable Objective 2:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Instructional Planning and Design - Teachers will use various resources such as the district curriculum maps and available documents as tools for designing curriculum and instruction in the classroom.

Comprehensive School Improvement Plan

Blue Lick Elementary

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conferences will be held with students about their progress on assessments.	Academic Support Program	08/10/2016	12/15/2017	\$2000 - General Fund	Principal, goal clarity coach, Teachers, Assistant Principal

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, all grade teams, Kindergarten through Fifth Grade, will meet to plan vertically. Each grade will look at the standards and instruction for the year prior and the year following their own grade. Standards will be aligned and reviewed to be sure that there are no gaps in the instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Goal clarity coach, Principal

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to dissect ELA standards, curriculum maps, lesson seeds, and instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these plans and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. These plans will be based on needs as indicated by our Kindergarten readiness assessment, MAP data, prior K-Prep data, and district-wide assessments.	Academic Support Program	08/10/2016	12/15/2017	\$6000 - General Fund	Principal, goal clarity coach, resource teachers, team leaders

Goal 2:

Progress toward proficiency in all Program Reviews

Measurable Objective 1:

collaborate to move toward proficiency in indicator ratings on our Arts and Humanities, World Language, Practical Living/Career Studies, K-3 Program, and Writing Program reviews by 12/15/2017 as measured by KPREP.

Strategy1:

Strategic Implementation of all Program Review indicators - Teachers will work together as a school to implement the Program Reviews.

Category: Continuous Improvement

Research Cited: KDE documents

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Kindergarten Orientations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide \$500 - General Fund	Kindergarten teachers, Counselor, Principal, Instructional Coaches

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

Goal 1:

Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0 - General Fund	team teachers

Activity - Volunteer Senior Harry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0 - No Funding Required	Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Read to Achieve	Reading Recovery Teacher

Activity - Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$5500 - General Fund \$30000 - State Funds	Reading Lab Teachers, Classroom teachers

Goal 2:

Progress toward proficiency in all Program Reviews

Measurable Objective 1:

collaborate to move toward proficiency in indicator ratings on our Arts and Humanities, World Language, Practical Living/Career Studies, K-3 Program, and Writing Program reviews by 12/15/2017 as measured by KPREP.

Strategy1:

Strategic Implementation of all Program Review indicators - Teachers will work together as a school to implement the Program Reviews.

Category: Continuous Improvement

Research Cited: KDE documents

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Kindergarten Orientations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$500 - General Fund \$500 - Title I Schoolwide	Kindergarten teachers, Counselor, Principal, Instructional Coaches

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

Goal 1:

Increase achievement proficiency rates in all 5 content areas by 2019 delivery targets

Measurable Objective 1:

60% of Fifth grade students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at Social Studies Core Content, curriculum maps, program reviews, and instructional resources to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student goals for mastery and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Strategy2:

Social Studies Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Strategy3:

Social Studies Professional Learning Community - Social Studies PLC's will be created and meet during selected faculty meetings to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Instructional Coach, Principal

Measurable Objective 2:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use shared reading and reading workshop as means of teaching ELA standards. Vocabulary, stamina building, guided reading and learning centers will be a part of the daily instruction. These best practices will be reflected through administrative documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$1000 - District Funding	Classroom teachers, Principal

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night(s) will be held to provide parents with a tool kit of strategies that they can use to reinforce literacy at home.	Parent Involvement	08/10/2016	12/15/2017	\$500 - FRYSC \$500 - Title I Schoolwide	Family Resource Coordinator, principal, goal clarity coach, Teachers

Activity - Learning Tragetts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily learning targets for students. Teachers will align standards to instruction and assessment .	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participating in the Bellarmine Literacy Project will integrate their learning into their classroom instruction. This will include ways to improve fluency, phonemic awareness, phonics, vocabulary, and comprehension strategies.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Literacy Lead teacher, Principal, Project participants

Strategy2:

Maintaining an ELA Professional Learning Community - PLC's will meet weekly to determine instructional needs and to discuss formative assessments.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach and administrators. They will create common formative assessments in reading and will assess students. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used throughout the year for extended analysis.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Title I Schoolwide	Principal, Goal Clarity Coach, Instructional Coaches, Assistant Principal

Strategy3:

ELA Instructional Planning and Design - Teachers will use various resources such as the district curriculum maps and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Blue Lick Elementary

Research Cited: Jay McTighe

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conferences will be held with students about their progress on assessments.	Academic Support Program	08/10/2016	12/15/2017	\$2000 - General Fund	Principal, goal clarity coach, Teachers, Assistant Principal

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to dissect ELA standards, curriculum maps, lesson seeds, and instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these plans and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. These plans will be based on needs as indicated by our Kindergarten readiness assessment, MAP data, prior K-Prep data, and district-wide assessments.	Academic Support Program	08/10/2016	12/15/2017	\$6000 - General Fund	Principal, goal clarity coach, resource teachers, team leaders

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, all grade teams, Kindergarten through Fifth Grade, will meet to plan vertically. Each grade will look at the standards and instruction for the year prior and the year following their own grade. Standards will be aligned and reviewed to be sure that there are no gaps in the instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Goal clarity coach, Principal

Measurable Objective 3:

42% of Fourth and Fifth grade students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Professional Learning Community - Writing PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PLCs will meet during selected faculty meetings. They will review student writing and pacing of completion of pieces. Deadlines will be determined.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Instructional Coach, Principal

Strategy2:

Writing Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best

Comprehensive School Improvement Plan

Blue Lick Elementary

practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Authentic Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have authentic writing experiences, such as letters of persuasion, literary pieces for publication, letters to various audiences, and informational writing to other students. School-wide on demand live scoring will take place this year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Goal Clarity coach, Principal

Strategy3:

Writing Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at the JCPS writing curriculum maps, the JCPS writing lessons and the writing program review to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching writing, writing mechanics, and on-demand writing.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal, goal clarity coach

Activity - Goal Setting and Bench Marking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student writing goals and students will set both short and long term goals of proficiency throughout the year based on benchmarks. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal, Goal Clarity COach

Measurable Objective 4:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy1:

Mathematics Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily.	Academic Support Program	08/10/2016	12/15/2017	\$200 - General Fund	Classroom teachers

Activity - Daily Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instruction of the Math Common Core Standards will be delivered using best practices in the classroom. Math workshop and math discourse will be a daily part of classroom instruction. The goal clarity coach will work with teachers to assist with the delivery of best practices. These best practices will be reflected through principal walk through documentation and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, goal clarity coach, Principal, Assistant Principal

Strategy2:

Mathematics Instructional Planning and Design - Teachers will use various resources and available documents as tools for designing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set student goals using goal sheets and students will set both short and long term goals of proficiency throughout the year. Principal will monitor pacing and adherence.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, goal clarity coach, resource teachers, team leaders

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at Common Core Math standards, curriculum maps, placemats, units of study and math instructional resources to design instructional units. They will meet before school starts in August and throughout the year to create these units and they use a standards checklist as means of pacing and documentation of teaching Common Core Content. We will use grade level mathematics framework as a means of visual tracking of standards. These units will be based on needs as indicated by our Kindergarten readiness assessment, prior K-Prep data, MAP data, district-wide assessments, and common formative assessments.	Academic Support Program	08/10/2016	12/15/2017	\$1000 - General Fund	Principal, goal clarity coach, instructional Coaches, team leaders

Strategy3:

Maintaining a Mathematics Professional Learning Community - PLC's will be created and meet weekly to determine instructional needs, including math instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Weekly embedded PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet weekly during school hours with our goal clarity coach. They will create common formative assessments in math.. Teachers will then use assessment data to determine student regrouping needs. Extended PLC time (with substitutes provided) will be used three times throughout the year for extended analysis. Teams will meet both horizontally and vertically.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Title I Schoolwide	Team Leaders, resource teachers, principal, goal clarity coach

Measurable Objective 5:

64% of Fourth grade students will demonstrate a proficiency of the Next Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy1:

Science Instructional Planning and Design -

Teachers will use various resources and available documents as tools for implementing curriculum and instruction in the classroom.

Category: Integrated Methods for Learning

Research Cited: Jay McTighe

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Academic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as teams to look at the Next Generation Science Standards, curriculum maps, program reviews, and the Foss Science kits to create instructional units. They will use a standards checklist as means of pacing and documentation of teaching Common Core Content and implementing the Next Generation Science Standards	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal

Strategy2:

Science Professional Learning Community - PLC's will be created and meet to determine instructional needs.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Embedded PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science PLCs will meet during selected faculty meetings. They will discuss vertical alignment of the standards and use of appropriate instructional resources. The science lead and Science lab teacher attends district meetings regarding science instruction with other teachers in the district.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Team Leaders, Goal Clarity Coach, Instructional Coaches, Principal, Assistant Principal

Strategy3:

Science Instructional Implementation and Practice - Teachers will take designed curriculum units and implement these lessons using best practices in classrooms on a daily basis.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Targets and I CAN Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display daily targets and I CAN statements for students. Students will self assess daily if they met the target.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers

Goal 2:

Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

39% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the

Comprehensive School Improvement Plan

Blue Lick Elementary

proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - After school writing club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Selected classroom teachers

Activity - Small group writing opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - Title I Schoolwide	Classroom teachers, Goal Clarity Coach

Measurable Objective 2:

60% of Fourth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of New Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy1:

Science Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Science Specific Programing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500 - General Fund \$500 - FRYSC	Classroom teachers

Measurable Objective 3:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

SY 2016-2017

Comprehensive School Improvement Plan

Blue Lick Elementary

Research Cited: Robert Marzano

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Read to Achieve	Reading Recovery Teacher

Activity - Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Volunteer Senior Harry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0 - No Funding Required	Principal

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0 - General Fund	team teachers

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$5500 - General Fund \$30000 - State Funds	Reading Lab Teachers, Classroom teachers

Measurable Objective 4:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Social Studies Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Measurable Objective 5:

41% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Strategy1:

Mathematics Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600 - General Fund	Classroom teachers

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Team teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000 - State Funds	Daytime ESS teacher

Measurable Objective 6:

43% of Third, Fourth and Fifth grade Black or African-American students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Reading Interventions - Identified students will receive reading interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Blue Lick Elementary

Research Cited: Robert Marzano

Activity - Additional Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000 - General Fund	Classroom teachers, Reading Lab teacher

Activity - Culturally Responsive Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000 - Title I Schoolwide	Classroom teachers, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the percentage of GAP students scoring proficient by 2019 delivery targets, while reducing novices by 10%

Measurable Objective 1:

39% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Writing in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Writing Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - After school writing club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school writing club will meet weekly after school.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Selected classroom teachers

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Small group writing opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups for writing instruction will be determined based on school level assessments. Students will work with classroom teachers and literacy resource teacher in the areas of Language Mechanics and On-Demand Writing.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - Title I Schoolwide	Classroom teachers, Goal Clarity Coach

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

ELA Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise achievement to proficiency and reduce novices. Students will receive feedback in order to self-monitor their own progress.

Category: Integrated Methods for Learning

Research Cited: Robert Marzano

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Lexia reading instruction for 30 minutes daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - State Funds \$5500 - General Fund	Reading Lab Teachers, Classroom teachers

Activity - Volunteer Senor Harry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senor Harry comes weekly and works with some of our identified Hispanic population. He works with them in translating English to Spanish and Spanish to English while using children's literature.	Academic Support Program	09/19/2016	12/15/2017	\$0 - No Funding Required	Principal

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 students receive an additional reading instruction two to three times weekly with the classroom teacher. RTI will monitor progress.	Direct Instruction	08/10/2016	12/15/2017	\$0 - General Fund	team teachers

Activity - Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students work with an interventionist in the Reading Lab for 30 minutes daily. Instruction includes fluency, comprehension, Lexia, and individualized learning.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified primary students will work in small groups or individually with our Reading Recovery teacher daily.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Read to Achieve	Reading Recovery Teacher

Measurable Objective 3:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Core Content in Social Studies by 12/15/2017 as measured by KPREP.

Strategy1:

Social Studies Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Social Studies Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a regular basis, students will receive additional social studies instruction in small groups that will be determined by needs based on results of district/school level assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Measurable Objective 4:

60% of Fourth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of New Generation Science Standards in Science by 12/15/2017 as measured by classroom formative assessments.

Strategy1:

Science Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Science Specific Programing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to the Louisville Nature Center, the Science Museum, etc. We will also have "in school" field trips where programs come to our school and present.	Field Trip	08/10/2016	12/15/2017	\$500 - FRYSC \$500 - General Fund	Classroom teachers

Measurable Objective 5:

41% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency of Common Core Standards in Mathematics by 12/15/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Blue Lick Elementary

Strategy1:

Mathematics Interventions - Identified students will receive interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 will receive Moby Max math instruction two to three times a week. Tier 3 students will receive Moby Max math instruction daily. RTI will monitor progress.	Academic Support Program	08/10/2016	12/15/2017	\$600 - General Fund	Classroom teachers

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade teams have scheduled 30 minute Math intervention time daily to provide instruction based on needs as determined by district/school assessments.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Team teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math intervention teacher will work with identified students two days a week to help move these students to proficiency and reduce novices in the area of math.	Direct Instruction	08/10/2016	12/15/2017	\$9000 - State Funds	Daytime ESS teacher

Measurable Objective 6:

43% of Third, Fourth and Fifth grade Black or African-American students will demonstrate a proficiency of Common Core Standards in English Language Arts by 12/15/2017 as measured by KPREP.

Strategy1:

Reading Interventions - Identified students will receive reading interventions in addition to regular classroom instruction in order to raise them to the proficient level and reduce the number of novices. Students will receive feedback in order to self-monitor their own progress.

Category: Continuous Improvement

Research Cited: Robert Marzano

Activity - Culturally Responsive Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will select culturally responsive texts and engaging reading materials to use during classroom instruction.	Direct Instruction	08/10/2016	12/15/2017	\$1000 - Title I Schoolwide	Classroom teachers, Principal

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Focus Tier 3 students will receive Moby Max reading instruction for 30 minutes daily.	Academic Support Program	08/10/2016	12/15/2017	\$5000 - General Fund	Classroom teachers, Reading Lab teacher

Activity - Additional Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our GAP Tier 3 students will receive additional reading instruction in the Reading Lab.	Academic Support Program	08/10/2016	12/15/2017	\$70000 - Title I Schoolwide	Reading Lab teacher, Reading Lab instructional assistant

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:

Progress toward proficiency in all Program Reviews

Measurable Objective 1:

collaborate to move toward proficiency in indicator ratings on our Arts and Humanities, World Language, Practical Living/Career Studies, K-3 Program, and Writing Program reviews by 12/15/2017 as measured by KPREP.

Strategy1:

Strategic Implementation of all Program Review indicators - Teachers will work together as a school to implement the Program Reviews.

Category: Continuous Improvement

Research Cited: KDE documents

Comprehensive School Improvement Plan

Blue Lick Elementary

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade teams will determine the person on each team that will be the manager of each review on each team. That person will work with the other teachers in creating activities and opportunities for their prescribed program review. Committees for each review will meet regularly to determine level of implementation and will plan for additional strategies to be used.	Academic Support Program	08/10/2016	12/15/2017	\$1500 - General Fund	Program Review chairpersons, team teachers, Assistant Principal

Activity - Kindergarten Orientations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be two Kindergarten Orientations held before the beginning of the school year. Once new Kindergarten students have been identified in the spring for the upcoming fall, we will hold an orientation for parents. At this orientation, parents will learn about our Kindergarten program and receive materials they can use at home to help prepare their students' readiness for when they start in the fall. Another orientation will be held a week before school starts to prepare students and parents for the first days of schools. Teachers will meet with parents, begin BRIGANCE testing, and students will become oriented to the school before they actually begin on the first day.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide \$500 - General Fund	Kindergarten teachers, Counselor, Principal, Instructional Coaches

Activity - Health Promotion School of Excellence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our involvement with Health Promotions Schools of Excellence will preface our constant drive for student wellness. This will be reflected in our SBDM wellness policy, our Breakfast in the Classroom program, our health curriculum, extra curricular activities such as Run Louisville Run, 100 Mile Club, Girls on the Run, Soccer Clinics, Basketball clinics, etc. These programs and activities will be used as evidence to support proficiency in our program reviews, particularly Practical Living.	Behavioral Support Program	08/10/2016	12/15/2017	\$3000 - Other	Program review chairpersons, Physical Education Teacher, SBDM committee, Principal

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?

Blue Lick Elementary School is located in the heart of Okolona in Louisville. We have 539 students in grades K-5 and 40 students in Early Childhood. Over the past three years, we have seen many changes. Our free/reduced numbers have risen to 72% to over 86% this year. Our diversity level was 37% five years ago but is currently hovering around 15%. Our special education numbers have fluctuated throughout the years, but is currently around 15%, including a self-contained behavior disorder class. Although we do not have an ESL class, we have approximately 40 students who do not speak English as their first language in their homes. Each year we are gaining more students who fit into the ESL category and are taking the ACCESS test yearly. We have an administrative staff consisting of a principal, assistant principal, counselor, Family Resource Coordinator, and a Student Coach. We have 20 homerooms and three special education teachers, along with one speech technician. We have two full-day early childhood classes. Blue Lick offers technology, physical education, STEAM Lab and practical living/library as our itinerants. We have two full time reading interventionists and one part time teacher that provide instructional assistance to our students. We also have a Goals Clarity Coach to support our teachers and instruction. The school is governed by our SBDM Council, consisting of the principal, two parents, and three teachers. The SBDM council meets monthly. Our school has several university connections including University of Louisville and Bellarmine University. Most of our primary teachers have been trained in the Bellarmine literacy project.

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.

Our students will be academically, socially, and emotionally prepared for middle school.

Blue Lick Elementary School Mission

We provide a safe, student-centered learning environment with engaging instruction that inspires all students to achieve at high academic, social, emotional and physical levels.

Blue Lick Elementary School Core Beliefs

- All children can learn.
- We have high expectations for all students.
- Our instruction is standards-driven and researched-based.
- Classwork is valuable and engaging.
- We have a responsibility to teach social skills.
- A sense of belonging and community are evident throughout our school.

Blue Lick has various programs in place in order to fulfill our mission, vision, and core beliefs. Blue Lick has been a CARE for Kids school in which we focus not only on intellectual needs but also on social, emotional, and ethical development. We do this through daily morning meetings where each child is greeted by others and has an opportunity to share. Social skills are taught daily and when needed, class meetings are held to talk about what went right/wrong in using that skill. After the morning meetings, daily content targets of the Common Core Standards are discussed. Throughout the day, teachers use formative assessments to determine if the targets have been reached, and if not, teachers reteach. We have interventions in place for our lowest achieving students. Because we are the Blue Lick Lions, we use "lions" and anything connected to them as symbolism. Students, staff, and families are our PRIDE and we build community through literacy nights, parent workshops, academic showcases, etc. Our school pledge, the PRIDE PLEDGE, is said daily: Be safe, Be kind, Be respectful, Be responsible, Be your best and help the rest. Copies of this pledge are sent home on magnets and student agendas to encourage parents to support these principles at home as well.

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.

Blue Lick's test scores indicated that we did not meet our AMO goal for 2015-2016. We are a Health Promotions School of Excellence and integrate health and wellness into our daily instruction. We received a grant from the 100 Mile Club and our students will have walked 100 miles by the end of the school year. We have made Professional Learning Communities a part of our weekly team and staff meetings for the third year so teachers know the process and how to use it effectively. All of our students receive free breakfast and lunch, whether or not they qualify for free/reduced lunch. We received a Read to Achieve grant and we have a full time Reading Recovery teacher in place. Our biggest challenge is improving the proficiency level of all of our students in all areas. We fell short of meeting our AMO for the 2015- 2016 school year. Our proficiency level still needs to increase, while reducing our number of novices. Our GAP group is not where we need them to be. Our school has also identified parent involvement as an area of improvement. We have an active PTA this year and we have a long list of parents that have submitted their names as possible volunteers if we need them. Our PTA is working closely with our school to help increase our current level of parent involvement. Both of these challenges will be part of our ongoing improvement process. These challenges, along with ways to improve, will be a part of our CSIP for this upcoming year. Analysis of success of implementation will be conducted regularly with changes to be made if needed.

Additional Information

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

The Blue Lick community has a sense of history with our school. Almost daily someone tells of their connection to our school through parents or siblings. Our students, their parents, and often their grandparents have attended Blue Lick. They feel a connection with some of the teachers that families have had throughout the years.