



Comprehensive School Improvement Plan

Cochrane Elementary
Jefferson County

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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.		SchoolEquityDiagnosticCSIPCochrane

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.

Cochrane Elementary has an enrollment of approximately 406 students. Our demographic breakdown of students are as follows: 39% White, 27% African American, 23% Hispanic, and 11% other. 17.8% of our students are English Language Learners. 14.1% of our population are students with disabilities. Approximately 73% of the students qualify for the Free/Reduced Lunch program. Our attendance rate for the 2014-2015 school year was 95.23%. Of the 31 teachers at Cochrane Elementary, more than 89.7% have more than three years of experience, with two National Board Certified teachers. 89.6% of our teachers have Advanced Degrees. Jason Hobbs, Ed.S. is in his third year as principal at Cochrane Elementary.

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 are a growing ESL school; 17.8% of our students are English Language Learners. This number will continue to grow. In addition, 14.1% of our population are students with disabilities. Approximately 73% of the students qualify for the Free/Reduced Lunch program. This number will only continue to grow.

We welcome diversity at our school, and we feel that this is a strength when it comes to educating the whole child. However, these challenges do affect academic achievement.

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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.		School_Equity_GoalsCochrane

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:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

A 5% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2016 as measured by KPREP.

Strategy1:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

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Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - District Funding	Classroom Teachers, Administrators

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - State Funds	ESS teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/12/2015	12/16/2016	\$0 - District Funding	Reading Recovery Teacher

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Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/12/2015	12/16/2016	\$5640 - District Funding	ESS Teacher

Strategy4:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/12/2015	12/16/2016	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Measurable Objective 2:

4% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2016 as measured by

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as measured by the 2016 KPREP test.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/12/2015	12/16/2016	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - District Funding	Classroom Teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/12/2015	12/16/2016	\$0 - District Funding	Reading Recovery Teacher

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - State Funds	ESS teachers, Administrators

Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

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Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/12/2015	12/16/2016	\$5640 - District Funding	ESS Teacher

Strategy4:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

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Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Measurable Objective 3:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2016 as measured by KPREP.

Strategy1:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy3:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, SuccessMaker, RTI

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/12/2015	12/16/2016	\$62061 - Title I Schoolwide \$32053 - Title I Schoolwide \$18600 - General Fund	Title I Resource Teacher/RTI Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Strategy4:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: SuccessMaker, Study Island, Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/12/2015	12/16/2016	\$60000 - Other \$14810 - Title I Schoolwide \$48234 - Read to Achieve	Reading Recovery Teacher

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Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$80180 - District Funding	Classroom Teachers, Administrators

Strategy5:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/12/2015	12/16/2016	\$716 - District Funding	ESS Teacher

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school math lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/12/2015	12/16/2016	\$500 - Title I Schoolwide	Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/12/2015	12/16/2016	\$1200 - Title I Schoolwide	ESS Teacher

Measurable Objective 2:

3% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2016 as measured by the 2016

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KPREP test.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school math lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/12/2015	12/16/2016	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/12/2015	12/16/2016	\$1200 - Title I Schoolwide	ESS Teacher

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 3:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/12/2015	12/16/2016	\$1200 - Title I Schoolwide	ESS Teacher

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school math lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/12/2015	12/16/2016	\$500 - Title I Schoolwide	Teachers

Goal 3:

Cochrane Elementary School science goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 44.9% to 70.4% by 2019

Measurable Objective 1:

A 6% increase of Fourth grade students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom Teachers, Administrators

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Measurable Objective 2:

A 7% increase of Fourth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by K-PREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom Teachers, Administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Goal 4:

The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.4% to 67.1% by 2019

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2016 as measured by KPREP.

Strategy1:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS

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Cochrane Elementary

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers, Resource Teachers

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in Junior Achievement and BizTown programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/12/2015	12/16/2016	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

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Measurable Objective 2:

A 6% increase of Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in Junior Achievement and BizTown programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/12/2015	12/16/2016	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers, Resource Teachers

Goal 5:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 24.1% to 59.3 % by 2019

Measurable Objective 1:

A 17% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2016 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Strategy2:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 11% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language SY 2016-2017

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Arts by 06/01/2016 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Goal 6:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	SRT, Administration

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Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Counselor, All Staff

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Counselor, Success Coach

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	All Staff/Administration

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/12/2015	12/16/2016	\$4000 - Title I Schoolwide	All Staff/Administration

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Counselor, Administration

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Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	All Staff

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	School Counselor

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

Goal 7:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy1:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

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Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	All Staff

Strategy2:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities.

Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/12/2015	12/16/2016	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	Instructional Staff

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Activity - PE/Wellness - Y5210	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will attend yearly professional development on health and physical education promotion program Y5210 and implement program daily in their classrooms.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	All Teachers

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	ESL Teachers and Staff

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Practical Living Teacher, FRC

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/12/2015	12/16/2016	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/12/2015	12/16/2016	\$3940 - Grant Funds	Principal, Classroom Teachers

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Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

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?

The Principal and Resource Teachers

Relationship Building

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

Comprehensive School Improvement Plan

Cochrane Elementary

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

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

Community Partnerships

Overall Rating: 3.33

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

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

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

Reflection

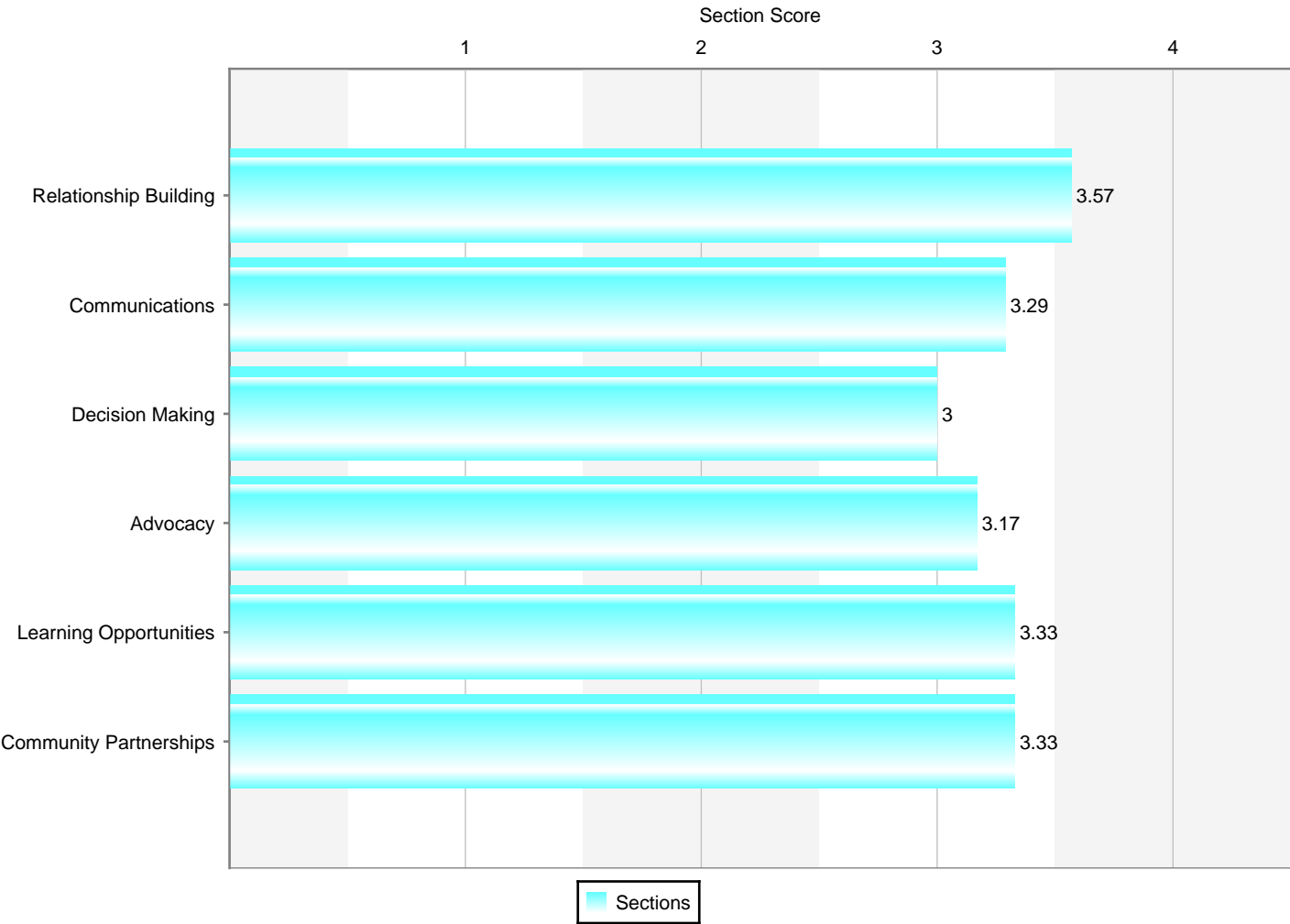
Reflect upon your responses to each of the Missing Piece objectives.

Cochrane's areas of strength are Relationship Building and Communications. These areas of strength are created through ongoing collaboration between staff members, students, families, and community members. We continually strengthen our relationships by hosting several family events (Back to School Cookout, KPREP Night, Math Night, LitFit Night, Family Picnics, etc.). We also improve student learning by involving families in the educational process by using many modes of communication, including weekly class newsletters, monthly school newsletters, progress reports, school website, phone calls, and conferences. Cochrane's specific actions to sustain our strengths include our ESL unit. This unit will continue to support our efforts to build relationships with students and families by decreasing barriers that language differences cause. The ability to support students and communicate with parents enables our school to successfully work together to improve the education of ESL students. The ESL unit also supports teachers as they can be more effective in their instruction by collaborating with the ESL teachers in the classrooms.

Cochrane's area of weakness is Advocacy. Our staff continuously advocates for students, but they lack specific background knowledge about legal options for student advocates. Therefore, to improve this area we will provide professional development training for all staff members. The training will focus on the actual legal advocacy opportunities for families. Staff will be trained to specifically discuss advocacy options for families, and provide those families with contact information. In addition, staff members will receive training on how to more actively involve students in the conferences. Our plan of action will also include promoting family involvement where all families and students attend conferences, so everyone is involved in setting and reaching goals for individualized learning.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Administration Team, Instructional Leadership Team, School-based Response Team, Cochrane Elementary Site Based Decision Making Council, PTA, and the entire faculty are included in developing the school improvement plan for Cochrane Elementary School. The School Report Card was used to develop goals for the school improvement plan. Data from the School Report Card as discussed with the entire faculty during a Gold Day Professional development Session, and school-wide SMART Goals related to this data were formed with whole faculty input. This information informed the CSIP Goals. The SBDM council reviewed the goals, activities, and strategies and gave input towards the CSIP. Stakeholders are informed of their roles prior to meeting to develop activities and strategies to accomplish goals in the school improvement plan. Meetings for each of these teams are scheduled in advance and an agenda for the meetings are sent at least 24 hours prior to meeting, so stakeholders can come with ideas in hand

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

The Administration team is made up of the principal, assistant principal, counselor, goal clarity coach, and the interventionist. The Administration team was responsible for the first break down of the School Report Card and planning professional developments session to share/analyze data with the faculty. The school faculty then met on Gold Day to analyze as a whole school and individual departments/grade levels to determine schoolwide goals as well as individual content/grade level goals based on the data. Once CSIP goals were set, they were given to all stakeholder groups for input on activities and strategies to achieve those goals. Stakeholders offered feedback through meetings dedicated to the CSIP process; activities and strategies are drafted, revised, and set. The CSIP is then shared with ILT during a meeting for revisions, then presented to SBDM for approval.

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

Stakeholder groups that are involved in the process of determining goals, activities, and strategies for achievement of goals are notified of changes at each stage of development of the school improvement plan. Each monthly meeting has a dedicated time for discussion of SMART Goals, CSIP goals, and strategies/activities for improvement, and then discussion and analysis of progress towards those goals throughout the year. Teachers are informed of the process on the plan at faculty meeting and are part of the analysis of data towards improvement during all faculty meetings.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

The KPREP data identified the academic areas of concern, and the need for specific improvement and the areas of relative strengths. A review of the previous school improvement plan revealed what activities were successful and where revisions were needed. After the study of the data/information it was revealed that the focus areas for Cochrane Elementary were reading, writing, and math. At risk students were specifically identified and the criteria for success for individual students was identified and addressed. Data does not provide information concerning extenuating circumstances that effect individual student performance.

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?

The strongest gains from the previous year was in reading. To accelerate improvement, systematic processes, and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data reviews reveal students are making progress toward and reaching measurable objectives.

Opportunities for Improvement

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

All academic areas are in need of improvement. School personnel systematically maintain, use and communicate current and comprehensive data on student and school performance. A broad range of data is used to identify goals for the improvement of achievement and instruction that are aligned with the school improvement plan and the Kentucky Core Academic Standards. Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instructional purpose. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning goals.

Conclusion

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

ECE teachers will meet in weekly PLCs with the district ECE consulting specialist. The Cochrane Response to Intervention Team (MTSS) will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. Teachers will meet in grade level PLC groups weekly focusing on deconstructing Kentucky Core Academic Standards, and analyzing student assessment data and student work.

2016-2017 Cochrane Elementary Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Cochrane Elementary Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.	Objectives: 3 Strategies: 10 Activities: 18	Academic	\$387594
2	The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$1700
3	Cochrane Elementary School science goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 44.9% to 70.4% by 2019	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
4	The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.2% to 67.1% by 2019	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$5512
5	The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019	Objectives: 2 Strategies: 6 Activities: 14	Academic	\$0
6	Cochrane Elementary School will fully implement the Professional Growth and Effectiveness System(PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$4000
8	Cochrane Elementary will be proficient or above in all areas of the Program Review.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$4240
9	Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy 1:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Status	Progress Notes	Created On	Created By
N/A	We feel that this is an effective plan of attack to increase our reading achievement.	June 08, 2016	Jason Hobbs

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$112714	Title I Schoolwide, General Fund, Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Comprehensive School Improvement Plan

Cochrane Elementary

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Status	Progress Notes	Created On	Created By
N/A	We feel this progress is helping us improve weekly.	June 08, 2016	Jason Hobbs

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 3:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Status	Progress Notes	Created On	Created By
N/A	Data shows that this is helping our students.	June 08, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Before School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716	District Funding	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 4:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Status	Progress Notes	Created On	Created By
N/A	These activities are increasing achievement.	June 08, 2016	Jason Hobbs

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$123044	Other, Title I Schoolwide, Read to Achieve	Reading Recovery Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

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

Cochrane Elementary

Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384	District Funding	ESS teachers, administrators
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Advance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180	District Funding	Classroom Teachers, Administrator s

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Kindergarten Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 5:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Comprehensive School Improvement Plan

Cochrane Elementary

Status	Progress Notes	Created On	Created By
N/A	Our reading achievement has increased over the past two years. We feel this is a direct result of improved daily reading instruction.	June 08, 2016	Jason Hobbs

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 2:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

(shared) Strategy 1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Comprehensive School Improvement Plan

Cochrane Elementary

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916	Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

(shared) Strategy 3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640	District Funding	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 4:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0	District Funding	Reading Recovery Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	State Funds	ESS teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Advance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	District Funding	Classroom Teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Kindergarten Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 5:

Comprehensive School Improvement Plan

Cochrane Elementary

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

(shared) Strategy 1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Comprehensive School Improvement Plan

Cochrane Elementary

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916	Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

(shared) Strategy 3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640	District Funding	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 4:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0	District Funding	Reading Recovery Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	State Funds	ESS teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Advance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	District Funding	Classroom Teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Kindergarten Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 5:

Comprehensive School Improvement Plan

Cochrane Elementary

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Goal 2: The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Comprehensive School Improvement Plan

Cochrane Elementary

Measurable Objective 1:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Status	Progress Notes	Created On	Created By
N/A	This process helps increase achievement.	June 08, 2016	Jason Hobbs

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

SY 2016-2017

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Comprehensive School Improvement Plan

Cochrane Elementary

Status	Progress Notes	Created On	Created By
N/A	We feel that these activities are best practice and will increase achievement.	June 08, 2016	Jason Hobbs

Activity - Math Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Learning Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500	Title I Schoolwide	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - WIN Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Comprehensive School Improvement Plan

Cochrane Elementary

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200	Title I Schoolwide	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 2:

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

(shared) Strategy 1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrator s, Other

Comprehensive School Improvement Plan

Cochrane Elementary

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Status	Progress Notes	Created On	Created By
N/A	We feel that these activities are best practice and will increase achievement.	June 08, 2016	Jason Hobbs

Activity - Math Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Learning Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500	Title I Schoolwide	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - WIN Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200	Title I Schoolwide	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 3:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

(shared) Strategy 1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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

Cochrane Elementary

Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Status	Progress Notes	Created On	Created By
N/A	We feel that these activities are best practice and will increase achievement.	June 08, 2016	Jason Hobbs

Activity - Math Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

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

Cochrane Elementary

Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500	Title I Schoolwide	Teachers
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - WIN Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200	Title I Schoolwide	ESS Teacher

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Goal 3: Cochrane Elementary School science goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 44.9% to 70.4% by 2019

Comprehensive School Improvement Plan

Cochrane Elementary

Measurable Objective 1:

A 6% increase of Fourth grade students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by KPREP.

(shared) Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Status	Progress Notes	Created On	Created By
N/A	This process will increase achievement. Our proficiency results speak to this.	June 08, 2016	Jason Hobbs

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

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

Cochrane Elementary

Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers, Administrators
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 2:

A 7% increase of Fourth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by K-PREP.

(shared) Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Status	Progress Notes	Created On	Created By
N/A	This process will increase achievement. Our proficiency results speak to this.	June 08, 2016	Jason Hobbs

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Status	Progress Notes	Created On	Created By
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Comprehensive School Improvement Plan

Cochrane Elementary

Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Goal 4: The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.2% to 67.1% by 2019

Measurable Objective 1:

A 12% increase of Fifth grade students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

(shared) Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Classroom Teachers, Other

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512	Title I Schoolwide	Teachers, Resource Teachers, Administration

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Comprehensive School Improvement Plan

Cochrane Elementary

Completed		June 06, 2016	Jason Hobbs
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Measurable Objective 2:

A 14% increase of Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

(shared) Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

(shared) Strategy 2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Classroom Teachers, Other

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512	Title I Schoolwide	Teachers, Resource Teachers, Administration

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Activity - Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers, Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs
Completed		June 06, 2016	Jason Hobbs

Goal 5: The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

Measurable Objective 1:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 2:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Status	Progress Notes	Created On	Created By
N/A	Increased activity using these strategies has improved our writing schoolwide.	June 08, 2016	Jason Hobbs

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

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

Cochrane Elementary

Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Content Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 3:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

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Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Measurable Objective 2:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 2:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
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Completed		June 06, 2016	Jason Hobbs
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Activity - Content Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Strategy 3:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Goal 6: Cochrane 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 the professional growth and effectiveness system..

Strategy 1:

PLC Focus - PLC will focus on improvement in the areas of self-reflection, student growth goals, professional growth plan, classroom observation, and student voice.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders
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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Goal 7: The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy 1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	All Staff

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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000	Title I Schoolwide	All Staff/Administration

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Care for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	All Staff/Administration

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Community Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0	No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	School Counselor

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Administration, Counselor, PLCs, ILT

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Student Response Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	SRT, Administration

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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Counselor, Success Coach

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Counselor, All Staff

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Counselor, Administration

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Jason Hobbs

Goal 8: Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy 1:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	All Staff

Strategy 2:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities. Teachers will be supported with professional development

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and resources in the area assessed by the program review

Category: Continuous Improvement

Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	Instructional Staff

Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	All Teachers

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940	Grant Funds	Principal, Classroom Teachers

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300	General Fund	Teachers, Coaches, Parent Volunteers

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Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0	No Funding Required	K-3 Instructional Staff

Activity - Career Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom and Resource Teachers

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Practical Living Teacher, FRC

Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	ESL Teachers and Staff

Goal 9: Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy 1:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	ILT, SBDM

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Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Activity - KDE Approval	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	ILT, SBDM

Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	ILT, SBDM

Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Strategy 2:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Activity - Program Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Administration Team, Classroom Teachers, Resource Teachers
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Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Activity - Inventory Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Bookkeeper, Resource Teachers

Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Bookkeeper, Resource Teachers

Status	Progress Notes	Created On	Created By
In Progress		June 06, 2016	Jason Hobbs

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$48234	Reading Recovery Teacher
Total					\$48234	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$60000	Reading Recovery Teacher
Total					\$60000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
5 x 5 Arts Grant	Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940	Principal, Classroom Teachers
Total					\$3940	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	ESS teachers, Administrators
Total					\$0	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Clubs/Activities	Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300	Teachers, Coaches, Parent Volunteers
Reading Interventions	The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$18600	Title I Resource Teacher/MTS S Lead, Retired Certified Interventionists, Classroom Teachers, Counselor
Total					\$18900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Inventory Records	Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, Bookkeeper, Resource Teachers
Curriculum Alignment	Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Writing	Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Student Response Team	Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0	SRT, Administration

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Positive Promotion Programs	The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0	Counselor, All Staff
District Curriculum Specialists	The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	ILT, SBDM
Developmental Discipline	Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	All Staff
End of Unit On-Demand Writing	Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
WIN Time	Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Faculty Collaboration	Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0	All Staff
Math Workshop	Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Live Scoring/Feedback Loop	Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Writing Workshop	Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers

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Community Partners	Cochrane Elementary will collaborate with the Jeffersonstown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members
Student Engagement	Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers, Administrators
Care for Kids	CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	All Staff/Administration
Workshop	Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0	Teachers, Resource Teachers
Expectation for Student Learning	Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0	Instructional Staff
Lesson Planning	Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Web-based Resource	Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, Bookkeeper, Resource Teachers
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Others
Program Materials	All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	Administration Team, Classroom Teachers, Resource Teachers
BRIGANCE	All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0	Kindergarten Teachers

Comprehensive School Improvement Plan

Cochrane Elementary

Bully Prevention	Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	School Counselor
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Teachers, Administrator s, Others
Reading Workshop	Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
World Language	The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0	ESL Teachers and Staff
PE/Wellness Professional Development	Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0	All Teachers
Monitoring Programs	School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0	Adminisitratio n, Counselor, PLCs, ILT
Rubrics	Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Others
KDE Approval	The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0	ILT, SBDM

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Cochrane Elementary

Lesson Planning	Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other
Practical Living Programming	Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0	Practical Living Teacher, FRC
K-3 Curriculum and Instruction	K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0	K-3 Instructional Staff
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Others
Classroom Guidance/Character Education	The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0	Counselor, Success Coach
End of Unit On-Demand Writing	Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Content Writing	Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers

Comprehensive School Improvement Plan

Cochrane Elementary

Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Others
Career Education	The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Practical Living Teacher, Guidance Counselor, Classroom Teachers
Student-Focused Teaching	All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Classroom Teachers, Other
Professional Learning Communities	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Resource Teacher, Team Leaders, Classroom Teachers, Administrators
Seven Counties Therapy	The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	Counselor, Administration
Live Scoring/Feedback Loop	Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
PGES Progress	Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders
Reading Workshop	Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers

Comprehensive School Improvement Plan

Cochrane Elementary

Writing Workshp	Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Research	The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	ILT, SBDM
BRIGANCE	All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0	Kindergarten Teachers
Lesson Planning	Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Lesson Planning	Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Rubrics	Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	Teachers
Content Writing	Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom and Resource Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200	ESS Teacher
Professional Learning Communities - Gap	Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916	Resource Teacher, Team Leaders, Teachers, Administrator s, Others

Comprehensive School Improvement Plan

Cochrane Elementary

Reading Interventions	The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$32053	Title I Resource Teacher/MTS S Lead, Retired Certified Interventionist s, Classroom Teachers, Counselor
Reading Interventions	The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$62061	Title I Resource Teacher/MTS S Lead, Retired Certified Interventionist s, Classroom Teachers, Counselor
Reading Recovery	Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$14810	Reading Recovery Teacher
Field Trips/Schoolwide Activities	Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512	Teachers, Resource Teachers, Administration
Learning Lab	Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500	Teachers
Gap Reading Interventions	The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0	Title I Resource Teacher/RTI Lead, Classroom Teachers, Counselor

Comprehensive School Improvement Plan

Cochrane Elementary

Parent Involvement/Communication	Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000	All Staff/Administration
Total					\$176052	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advance Learning	Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers, Administrators
Daytime ESS	Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384	ESS teachers, administrators
Before School ESS	The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640	ESS Teacher
Before School ESS	The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716	ESS Teacher
Advance Learning	Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180	Classroom Teachers, Administrators
Reading Recovery	Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0	Reading Recovery Teacher
Total					\$95920	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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

Comprehensive School Improvement Plan

Cochrane Elementary

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Cochrane Elementary

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

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

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

Comprehensive School Improvement Plan

Cochrane Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

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

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

Comprehensive School Improvement Plan

Cochrane Elementary

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy4:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy5:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Comprehensive School Improvement Plan

Cochrane Elementary

Strategy2:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$14810 - Title I Schoolwide \$60000 - Other \$48234 - Read to Achieve	Reading Recovery Teacher

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Strategy3:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy4:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$62061 - Title I Schoolwide \$18600 - General Fund \$32053 - Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Measurable Objective 3:

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3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy2:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

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Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Strategy4:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Measurable Objective 1:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Measurable Objective 2:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Strategy2:

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Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 3:

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

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Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Goal 3:

Cochrane Elementary School science goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 44.9% to 70.4% by 2019

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Measurable Objective 1:

A 7% increase of Fourth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by K-PREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 6% increase of Fourth grade students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Administrators

Goal 4:

The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.2% to 67.1% by 2019

Measurable Objective 1:

A 14% increase of Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

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Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 12% increase of Fifth grade students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

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Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

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Goal 5:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

Measurable Objective 1:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

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Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

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Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy3:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Goal 6:

Cochrane 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 the professional growth and effectiveness system..

Strategy1:

PLC Focus - PLC will focus on improvement in the areas of self-reflection, student growth goals, professional growth plan, classroom observation, and student voice.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders

Goal 7:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

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Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Success Coach

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	SRT, Administration

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff/Administration

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, All Staff

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Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Administration

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000 - Title I Schoolwide	All Staff/Administration

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	School Counselor

Goal 8:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

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collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy1:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Strategy2:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities.

Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	ESL Teachers and Staff

Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Teachers

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Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Instructional Staff

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, FRC

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940 - Grant Funds	Principal, Classroom Teachers

Goal 9:

Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy1:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Research Cited:

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Activity - KDE Approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Strategy2:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Research Cited:

Activity - Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration Team, Classroom Teachers, Resource Teachers

Activity - Inventory Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

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

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

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Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy4:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy5:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

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Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$18600 - General Fund \$32053 - Title I Schoolwide \$62061 - Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Strategy2:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy4:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

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Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$14810 - Title I Schoolwide \$60000 - Other \$48234 - Read to Achieve	Reading Recovery Teacher

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Measurable Objective 3:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

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Strategy2:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy4:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy5:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Measurable Objective 1:

Comprehensive School Improvement Plan

Cochrane Elementary

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 2:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Measurable Objective 3:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Goal 3:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

Measurable Objective 1:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

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Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

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Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

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Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy3:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Goal 4:

Cochrane 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 the professional

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growth and effectiveness system..

Strategy1:

PLC Focus - PLC will focus on improvement in the areas of self-reflection, student growth goals, professional growth plan, classroom observation, and student voice.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders

Goal 5:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, All Staff

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Administration

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Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	School Counselor

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Success Coach

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff/Administration

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Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000 - Title I Schoolwide	All Staff/Administration

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	SRT, Administration

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Goal 6:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy1:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities. Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

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Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Instructional Staff

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940 - Grant Funds	Principal, Classroom Teachers

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Teachers

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	ESL Teachers and Staff

Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, FRC

Strategy2:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

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Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Goal 7:

Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy1:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Research Cited:

Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Activity - KDE Approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Strategy2:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Research Cited:

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Activity - Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration Team, Classroom Teachers, Resource Teachers

Activity - Inventory Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

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

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their
SY 2016-2017

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reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy4:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

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Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy2:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

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Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$48234 - Read to Achieve \$60000 - Other \$14810 - Title I Schoolwide	Reading Recovery Teacher

Strategy3:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy4:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$62061 - Title I Schoolwide \$32053 - Title I Schoolwide \$18600 - General Fund	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead, Classroom Teachers, Counselor

Strategy2:

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Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

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Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy4:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

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

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Comprehensive School Improvement Plan

Cochrane Elementary

Measurable Objective 1:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy3:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$48234 - Read to Achieve \$60000 - Other \$14810 - Title I Schoolwide	Reading Recovery Teacher

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Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy4:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy5:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

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Cochrane Elementary

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$18600 - General Fund \$62061 - Title I Schoolwide \$32053 - Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Measurable Objective 2:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

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Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Strategy4:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy5:

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Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy4:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Comprehensive School Improvement Plan

Cochrane Elementary

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

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

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

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Strategy1:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Strategy3:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy4:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

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Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Measurable Objective 2:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$32053 - Title I Schoolwide \$18600 - General Fund \$62061 - Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Strategy2:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy4:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy5:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$14810 - Title I Schoolwide \$48234 - Read to Achieve \$60000 - Other	Reading Recovery Teacher

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Measurable Objective 3:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy3:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy4:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy5:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Measurable Objective 1:

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

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Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Measurable Objective 2:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Measurable Objective 3:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Goal 3:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

Measurable Objective 1:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

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Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy2:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

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Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy2:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

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Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Goal 4:

Cochrane 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 the professional growth and effectiveness system..

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Strategy1:

PLC Focus - PLC will focus on improvement in the areas of self-reflection, student growth goals, professional growth plan, classroom observation, and student voice.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders

Goal 5:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, All Staff

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

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Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	School Counselor

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Success Coach

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Administration

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	SRT, Administration

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersonstown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

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Cochrane Elementary

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000 - Title I Schoolwide	All Staff/Administration

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff/Administration

Goal 6:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy1:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities.

Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	ESL Teachers and Staff

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Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Teachers

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, FRC

Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Instructional Staff

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940 - Grant Funds	Principal, Classroom Teachers

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

Strategy2:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Goal 7:

Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

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Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy1:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Research Cited:

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Activity - Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration Team, Classroom Teachers, Resource Teachers

Activity - Inventory Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Strategy2:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Research Cited:

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Activity - KDE Approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy2:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

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Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$62061 - Title I Schoolwide \$32053 - Title I Schoolwide \$18600 - General Fund	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy4:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Strategy5:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$60000 - Other \$14810 - Title I Schoolwide \$48234 - Read to Achieve	Reading Recovery Teacher

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Measurable Objective 2:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Cochrane Elementary

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Strategy3:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

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Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy4:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy5:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Measurable Objective 3:

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A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy3:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

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Strategy4:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Strategy5:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

Measurable Objective 1:

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Measurable Objective 2:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

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Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Measurable Objective 3:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

Strategy1:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Strategy2:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Goal 3:

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Cochrane Elementary School science goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 44.9% to 70.4% by 2019

Measurable Objective 1:

A 7% increase of Fourth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by K-PREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 6% increase of Fourth grade students will demonstrate a proficiency in Core Content in Science by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize FOSS Science Modules in the instruction of science content. Teachers will use student science notebooks to analyze acquisition of content. Monitoring via lesson plan checks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Administrators

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Goal 4:

The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.2% to 67.1% by 2019

Measurable Objective 1:

A 14% increase of Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

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Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 12% increase of Fifth grade students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

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Strategy2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

Goal 5:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

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Measurable Objective 1:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy3:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 2:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy2:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Writing Workshp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Strategy3:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Goal 6:

Cochrane 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 the professional growth and effectiveness system..

Strategy1:

PLC Focus - PLC will focus on improvement in the areas of self-reflection, student growth goals, professional growth plan, classroom observation, and student voice.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the PGES during the course of the school year. KDE/District modules will guide the sessions.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Resource Staff, PGES Teacher Leaders

Goal 7:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

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Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	SRT, Administration

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, All Staff

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Administration

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	School Counselor

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Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Success Coach

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff/Administration

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000 - Title I Schoolwide	All Staff/Administration

Goal 8:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

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Strategy1:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities.

Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Teachers

Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	ESL Teachers and Staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

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Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Instructional Staff

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940 - Grant Funds	Principal, Classroom Teachers

Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, FRC

Strategy2:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

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Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Goal 9:

Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy1:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Research Cited:

Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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Activity - KDE Approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Strategy2:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

Category: Management Systems

Research Cited:

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Activity - Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration Team, Classroom Teachers, Resource Teachers

Activity - Inventory Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

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Cochrane Elementary

The Cochrane Elementary reading goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the percentage of students scoring proficient from 46.5% to 67.6 % by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will collaborate to achieve our novice reduction goal in Reading by 06/01/2017 as measured by as measured by the 2017 KPREP test.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy2:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy3:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

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Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy4:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Strategy5:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 2:

A 8% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Gap Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards-based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs (interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, RTI

Activity - Gap Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team, the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The RTI Chair and RTI Lead will monitor Lexia Core 5, and monthly progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - Title I Schoolwide	Title I Resource Teacher/RTI Lead. Classroom Teachers, Counselor

Strategy2:

What I Need - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

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Cochrane Elementary

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Reading Recovery Teacher

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - State Funds	ESS teachers, Administrators

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Classroom Teachers, Administrators

Strategy3:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, student assessment data, and student work analysis. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Wall, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$55916 - Title I Schoolwide	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy4:

Gap ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Comprehensive School Improvement Plan

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Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$5640 - District Funding	ESS Teacher

Strategy5:

Improve Daily Reading Instruction - Gap - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins and Kathleen Tolan

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using KCAS.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 3:

A 8% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Kathleen Tolan, Timothy Rasinski

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan reading instruction that includes: formative assessments (including DRA and 3-minute reading assessments) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching reading (whole group mini lessons-shared and close reading, teacher led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.

Category: Continuous Improvement

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

Activity - Before School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Lexia Core 5 will be offered to students who need additional reading support. Student progress will be monitored through program reports.	Academic Support Program	08/10/2016	12/15/2017	\$716 - District Funding	ESS Teacher

Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE, Lexia Core 5, Student Data Notebooks, and progress monitoring reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Teachers, Administrators, Others

Strategy4:

What I Need Time - Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.

Category: Integrated Methods for Learning

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Cochrane Elementary

Research Cited: Comprehension Plus, Lexia Core 5, Stiggins, Marie Clay, Linda Dorn.

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime Extended School Services teacher will provide reading standards based content support for Tier II students. Monitored via walkthroughs.	Academic Support Program	08/12/2015	12/16/2016	\$9384 - District Funding	ESS teachers, administrators

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the BRIGANCE Kindergarten Screen in accordance with state timelines.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Kindergarten Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first grade students will participate in the Reading Recovery Program as well as Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Academic Support Program	08/10/2016	12/15/2017	\$48234 - Read to Achieve \$14810 - Title I Schoolwide \$60000 - Other	Reading Recovery Teacher

Activity - Advance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade. Monitored via walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	\$80180 - District Funding	Classroom Teachers, Administrators

Strategy5:

Reading Ready - Teachers will administer common assessments in reading twice monthly to review for student acquisition of standards based content. Teachers will work with the resource teachers to structure a support system based on individual student instructional needs interventions/enrichment).

Category: Continuous Improvement

Research Cited: Formative Assessments/Stiggins, Lexia Core 5, MTSS

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Cochrane Response to Intervention Team (MTSS), the Title I Resource Teacher/RTI Lead and grade level teachers will meet monthly to develop individual intervention plans for at risk students and analyze student progress data. The MTSS Team and MTSS Lead will monitor Lexia Core 5 and monthly progress reports.	Academic Support Program	08/10/2016	12/15/2017	\$18600 - General Fund \$62061 - Title I Schoolwide \$32053 - Title I Schoolwide	Title I Resource Teacher/MTSS Lead, Retired Certified Interventionists, Classroom Teachers, Counselor

Goal 2:

The Cochrane Elementary mathematics goal (Proficiency, GAP Proficiency, and GAP Novice Reduction) is to increase the number of students scoring proficient from 47.1% to 70.6 % by 2019

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Comprehensive School Improvement Plan

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Measurable Objective 1:

A 11% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Common Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 2:

2% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to to achieve our novice reduction goal in Mathematics by 06/01/2017 as measured by the 2016 KPREP test.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

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Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Measurable Objective 3:

A 13% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Math Common Core standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student assessment data and work, as well as resources provided by the district to keep focus on the students and standards for each learning cycle. Team leaders will provide weekly agendas and minutes for the staff. Student data will be monitored through CASCADE and Dreambox Learning reports.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Administrators, Other

Strategy2:

Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.

Category: Continuous Improvement

Research Cited: Maggie Siena, Pearson Envisions

Activity - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students have access to school learning lab for additional math support using technology. Dreambox Learning can be utilized for all students. Intervention teachers, resource teacher, and Dreambox Learning will support Tier 2 and 3 students.	Academic Support Program	08/10/2016	12/15/2017	\$500 - Title I Schoolwide	Teachers

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - WIN Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based focused interventions will be implemented for Tier II and Tier III students. Enrichment/Extension opportunities will be implemented for advancing students.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity to receive targeted instruction and to work on Dreambox will be offered to students who need additional math support. Student progress will be monitored through program reports	Academic Support Program	08/10/2016	12/15/2017	\$1200 - Title I Schoolwide	ESS Teacher

Goal 3:

The Cochrane Elementary social studies goal (Proficiency and GAP Proficiency) is to increase the percent of students scoring proficient from 41.2% to 67.1% by 2019

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Measurable Objective 1:

A 12% increase of Fifth grade students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

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Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Measurable Objective 2:

A 14% increase of Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Core Content in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing social studies standards, analyzing student assessment data and work, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy2:

Improve Social Studies Instruction - Through student-focused teaching, interventions, collaboration, and curriculum alignment, students will improve their social studies knowledge.

Category: Continuous Improvement

Research Cited: Dufour, JCPS resources, and Social Studies Alive!

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate social studies strategies (maps, timelines, use varying perspectives, cause and effect relationships, etc.) that are aligned to the Program of Studies and Core Content for social studies instruction.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Field Trips/Schoolwide Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day, Boy and Girl Scout presentations throughout the school year. Students will attend field trips that focus on Social Studies content and mastery of skills. Students will also have the opportunity to participate in career day programs which provide real world economic practices focused on leadership, economy, civic responsibility, and careers. Teachers will use the social studies curriculum and incorporate social studies content in daily lessons throughout other subject areas.	Direct Instruction	08/10/2016	12/15/2017	\$5512 - Title I Schoolwide	Teachers, Resource Teachers, Administration

Activity - Student-Focused Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize student-focused teaching strategies, differentiated instruction, Marzano's nine strategies, and Bloom's taxonomy of higher levels of questioning to assist students in developing an understanding of social studies concepts. Teachers will continue to implement the use of BrainPop, BrainPop Jr., and KET Encyclomedia as a resource in Social Studies instruction.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Classroom Teachers, Other

Activity - Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Historical texts will be incorporated during the reading workshop block to integrate social studies content.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers, Resource Teachers

Goal 4:

The Cochrane Elementary writing goal (Proficiency and GAP Proficiency) is to increase the percentage of students scoring proficient from 37.3% to 59.3 % by 2019

Measurable Objective 1:

A 6% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Improve Daily Writing Instruction - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

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Research Cited: Lucy Calkins

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy2:

Provide Students with Specific and Timely Feedback - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third through fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Lucy Calkins rubrics and student checklists with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

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Strategy3:

Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Measurable Objective 2:

A 8% increase of Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing Common Core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Learning Communities - Gap - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards, analyzing student rubrics and scoring guides as well as student writing pieces, and accessing district resources. Team leaders will provide weekly agendas and minutes for staff. Student data will be monitored through CASCADE.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Resource Teacher, Team Leaders, Classroom Teachers, Others

Strategy2:

Improve Daily Writing Instruction - Gap - Teachers will employ writing workshop principles to improve student writing.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan to include writing-to-learn in each subject taught.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

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Activity - End of Unit On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will end each writing unit (Narrative, Informative, Explanatory, Opinion, Literary Analysis) with an On-Demand Writing prompt for that unit. All grade levels will use the same prompt made grade appropriate for each level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based resources to plan writing instruction as well as utilizing writing graphic organizers at every grade level.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the workshop approach to teaching the writing process (whole group mini lessons—to include language mechanics, teacher-led small group or peer work, and independent writing) and small group or individual conferences.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Strategy3:

Provide Students with Specific and Timely Feedback - Gap - By providing students with specific and timely feedback, using rubrics, analysis, and live scoring, students will improve writing skills.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create rubrics with their students, and students will utilize them to self-assess their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Live Scoring/Feedback Loop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will practice responding to on-demand prompts using all resources available (dictionaries, thesauri, organizers) as a team of teachers provide immediate feedback to sections of their writing.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Goal 5:

The Learning Environment at Cochrane Elementary will focus on improving the social and emotional needs of all students, improving the school climate and culture by 2019.

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Measurable Objective 1:

collaborate to improve the school climate and culture by 06/01/2017 as measured by observations.

Strategy1:

Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students.

Category: Continuous Improvement

Research Cited: ABRI/PBIS

Activity - Bully Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide school wide and classroom guidance, instruction, and activities in the area of bully awareness, prevention, coping and reporting.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	School Counselor

Activity - Developmental Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Response Team will respond to behavior incidents in a way that minimizes loss of instructional time. The Student Response Team will meet regularly to review recurring behavior incidents and establish lines of communication with parents/guardians in order to reduce school suspensions.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	SRT, Administration

Activity - Parent Involvement/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will host several parent and family events to increase parent involvement/communication in response to TELL Survey information. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Visitation Day, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Parent Involvement	08/10/2016	12/15/2017	\$4000 - Title I Schoolwide	All Staff/Administration

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Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Community Engagement	08/10/2016	12/15/2017	\$0 - No Funding Required	DARE Officer, Teachers, FRC Coordinator, Volunteer Community Members

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARE for Kids will continue to be implemented, including morning and closing meetings, at Cochrane Elementary. Monitored via walk throughs and lesson plans.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff/Administration

Activity - Classroom Guidance/Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and success coach will continue to promote positive school culture and climate by providing proactive schoolwide, classroom guidance, instruction, and activities in the areas of bully awareness, prevention, coping, reporting and character education curriculum as well as individual and group counseling sessions to improve the social and emotional needs of all students. The counselor will plan, implement, and monitor a comprehensive system of guidance/counseling supports to address the social, physical, and academic needs of students as they arise during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Success Coach

Activity - Seven Counties Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students and families will have access to Seven Counties mental health services via on site counselor housed at the school 2-3 days per week.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, Administration

Activity - Monitoring Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership (administrators and teacher leaders) will collect and monitor non-academic data on a monthly basis (in office staff meetings, ILT and PLC meetings) to examine the physical, social, and emotional needs of all students. Leaders will identify and implement strategies for meeting student needs, as well as monitor the impact of efforts.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration, Counselor, PLCs, ILT

Activity - Positive Promotion Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will continue to promote positive school culture and climate as well as address the social emotional needs of all students and staff by recognizing a Character Word Student of the Week for each class and a weekly Golden Apple Award winner for staff.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Counselor, All Staff

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Goal 6:

Cochrane Elementary will be proficient or above in all areas of the Program Review.

Measurable Objective 1:

collaborate to continue to achieve a minimum of proficiency on all areas of the program review by 12/16/2016 as measured by program review evaluation.

Strategy1:

Curriculum/Instruction, Assessment & Professional Development - The school will continue to ensure that all students have access to: an aligned/rigorous curriculum; monitoring assessments; and strong instruction in the areas of Writing, Practical Living and Arts/Humanities.

Teachers will be supported with professional development and resources in the area assessed by the program review

Category: Continuous Improvement

Research Cited:

Activity - K-3 Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Teachers meet to plan student-centered and evidence-based cross-curricular instructional strategies that are deliberate, culturally responsive, and include hands-on, authentic and applied learning experiences. Qualitative and quantitative data regarding instruction at the primary level will be collected and utilized to identify areas of strength and opportunities for growth and to develop strategies to strengthen developmentally appropriate practices that address alignment within grades as well as provide the foundation for teaching and learning in intermediate grades.	Policy and Process	08/12/2015	12/16/2016	\$0 - No Funding Required	K-3 Instructional Staff

Activity - 5 x 5 Arts Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided experiences in the four art forms through in school and out of school programs and resources during the school year.	Academic Support Program	08/10/2016	12/15/2017	\$3940 - Grant Funds	Principal, Classroom Teachers

Activity - Expectation for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regarding writing, all teachers will analyze student writing using co-created rubrics, providing feedback for improvement and plan next steps for instruction for items that will be included in the program review.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Instructional Staff

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Activity - Practical Living Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from HPSE, UofL Dental School, and Louisville Water Company will visit classrooms to educate them about the prevention of the spread of germs.	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, FRC

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use formative assessments (self-assessments, goal setting, peer/teacher feedback, peer/teacher conferencing, scoring guides/rubrics) to analyze for next steps, monitor student progress, and provide opportunities for students to revise and apply new knowledge before final product is published. Teachers will provide multiple types of technology in order to publish student work.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom and Resource Teachers

Activity - Clubs/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in clubs and activities such as Band, Orchestra, Spanish Club, Art Club, Drama Club, Cross Country, Basketball, Cheer, and Soccer Teams.	Extra Curricular	08/10/2016	12/15/2017	\$300 - General Fund	Teachers, Coaches, Parent Volunteers

Activity - PE/Wellness Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade teachers will receive yearly professional development on health and physical education and implement program daily in their classrooms.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	All Teachers

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide partial funding for a school language teacher (along with district at-risk funds and funding from the World Language program) to provide services for the ESL population and instruction in Spanish. Academic progress of ESL students will be benchmarked and monitored for evaluation of success	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	ESL Teachers and Staff

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Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teacher will collaborate with the guidance counselor and classroom teachers to enhance student knowledge of career education. This includes goal setting, critical thinking, decision making, 21st century skills, real-world entrepreneurial experiences, leadership skills, and service learning projects. Students in each grade level will participate in a career day experience where students will dress as a chosen career and present information about the career (speech, props, posters, etc.).	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Guidance Counselor, Classroom Teachers

Strategy2:

Administrative Leadership/System Support and Monitoring - Cochrane Elementary will provide the staff, time, materials and training needed to continue to ensure all components of the required Program Review are planned, documented, monitored and completed on schedule at a proficient/above level.

Category: Continuous Improvement

Research Cited:

Activity - Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will have a committee structure to continue to ensure that all Program Review requirements are completed by the required deadlines. Once a month during faculty collaboration staff will meet with vertical teams to discuss needs for program review. At each program review focused meeting, staff will bring evidence/documentation that will be included in the program review. All staff/teachers will review the Program Review documents to determine which standards are proficient, and to quickly determine which standard (s), demonstrator (s) and characteristic (s) a piece of evidence best supports. Staff/teachers will then work to determine next steps.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	All Staff

Goal 7:

Cochrane Elementary will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy1:

Student Access - Cochrane Elementary School will ensure all students have sufficient access to standards aligned instructional materials and textbooks including those in print and digital format.

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Category: Management Systems

Research Cited:

Activity - Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will become familiar in detail with the name and publisher of all program materials, including both student and teacher resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Administration Team, Classroom Teachers, Resource Teachers

Activity - Web-based Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain licenses associated with subscriptions for web-based instructional resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Activity - Inventory Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cochrane Elementary will maintain current and appropriate inventory records to expedite effective ordering for sufficiency.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Bookkeeper, Resource Teachers

Strategy2:

Resource Information and Alignment - The Instructional Leadership Team committee will collaborate to identify instructional materials (tools) needed to teach the standards and meet the learning needs of our students.

Category: Management Systems

Research Cited:

Activity - KDE Approval	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will become familiar with KDE's approved categories of supplemental instructional materials. They will also use the appropriate KDE Review Instrument to compare and evaluate instructional resources to support instructional practices.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

Activity - District Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT committee and SBDM council will review and research all instructional materials for effectiveness and correlation with Kentucky Core Academic Standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ILT, SBDM

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?

Cochrane Elementary is located in southeastern Jefferson County in the community of Jeffersontown, Kentucky, with an enrollment of approximately 406 students. Our demographic breakdown of students are as follows: 39% White, 27% African American, 23% Hispanic, and 11% other. 17.8% of our students are English Language Learners. 14.1% of our population are students with disabilities. Approximately 73% of the students qualify for the Free/Reduced Lunch program. Our attendance rate for the 2014-2015 school year was 95.23%. Of the 31 teachers at Cochrane Elementary, more than 89.7% have more than three years of experience, with two National Board Certified teachers. 89.6% of our teachers have Advanced Degrees. Jason Hobbs, Ed.S. is in his third year as principal at Cochrane Elementary.

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.

At Cochrane Elementary, we believe that all students learn at high levels. We are committed to providing high-quality instruction and building strong character, so students will become successful, self-sufficient citizens of the future. Our school motto is "A great place to learn and grow." The Kentucky Core Academic Standards is the basis of the instructional focus at Cochrane Elementary. The Cochrane Elementary faculty engages in weekly Professional Learning Communities where teachers plan together, review student work, and analyze data from multiple sources. The individual needs of each child are determined and next steps are planned. Cochrane's Response to Intervention (MTSS) Team meets monthly to review student progress and plan assistance for student success. A very intentional system of interventions and enrichment in reading and math is in place.

Cochrane Elementary staff members give of their personal time to provide after school sports, clubs, and activities for Cochrane students. We pride ourselves in having a very positive school culture, one in which every individual is valued. We have minimal discipline referrals and few, if any, out of school suspensions. We work diligently at maintaining a family atmosphere with all stakeholders.

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.

Cochrane Elementary has been steadily improving our academic program and school culture to provide a safe, nurturing environment for every child. We offer a range of extracurricular activities, including academic team, volleyball, basketball, cheerleading, soccer, drama, and yearbook. Specialized instrumental programs, including band, orchestra are provided. The staff provides proficient teaching and student-centered learning with SMART Boards, tablet computers, projectors, scanners, document cameras, IPADS, chromebooks, and a computer lab. We have partnership with the teacher education programs at Bellarmine and Spalding Universities where students come assist in small groups and learn in our classrooms.

Our family support services include the Helping Hands Family Resource Center and the Watch D.O.G.G. Program. Cochrane Elementary receives support from a highly active PTA that hosts family events and student activities. Children really do come first at Cochrane Elementary.

The school reviews the information on the mandatory state test and develops a Comprehensive School Improvement Plan for the school year. Areas for improvement are identified and strategies for improvement are set forth. The faculty and the School Based Decision Making Council participate in the process. For the testing cycle of 2015-2016, Cochrane Elementary met the state designated AMO.

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 Kentucky Core Academic Standards is the basis of the instructional focus at Cochrane Elementary. The Cochrane Elementary faculty engages in weekly Professional Learning Communities where teachers plan together, review student work and analyze data from multiple sources. The individual needs of each child are determined and next steps are planned. Cochrane's Response to Intervention Team (MTSS) meets monthly to review student progress and plan assistance for student success. A very intentional system of interventions and enrichment in reading and math is in place. Cochrane Elementary has been designated an Advance Program School. Cochrane Elementary staff members give of their personal time to provide after school sports, clubs and activities for Cochrane students.. The staff is dedicated to the vision of the school: Cochrane Elementary School - A Great Place to Learn and Grow.