



Comprehensive School Improvement Plan

Field 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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic- Field Elementary

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The school population for Free/Reduced students is rising each year. The school is retaining teachers with more experience in years of teaching. The school administrators are beyond 3 years of experience within their role.

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.

The largest challenge is the number of students increasing in the area of students identified as being from poverty. The student body has also seen a rise in the number of students qualifying for and receiving special education services.

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

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-

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019

Measurable Objective 1:

A 5% increase of Fifth grade students will demonstrate a proficiency in writing from 56.9% in 2016 to 61.9% in 2017 in Writing by 10/06/2017 as measured by K-Prep.

Strategy1:

Curriculum Alignment - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Writing Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district writing specialist will collaborate, coteach, and model lessons in fourth and fifth grade classrooms to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$5000 - General Fund	Johnson

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the State Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Members, Morgan

Strategy2:

Attendance - Student attendance program to increase instructional time.

Category:

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Research Cited: Payne

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0 - No Funding Required	Decker, Knochenmus

Strategy3:

Interventions - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Activity - Writing A-Z	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in focus groups to receive instruction utilizing the Writing A-Z program to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - General Fund	Morgan

Measurable Objective 2:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Parent Involvement and Attendance - Increase parent involvement and student attendance.

Category:

Research Cited: Payne

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide Literacy Night will be held to invite parents to interact with literacy strategies, materials, and media along with certified staff participation.	Parent Involvement	08/17/2015	12/19/2017	\$1000 - FRYSC	Knochenmus, Rivera

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0 - No Funding Required	Decker, Knochenmus

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Activity - Communication with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will make phone calls or provide written materials regarding student learning progress. Teachers will provide weekly classroom newsletters outlining upcoming standards for ELA and Math as well as upcoming assessment information.	Parent Involvement	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers, and Administrative staff

Activity - Report Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide report card grades and feedback comments to parents according to the district calendar.	Academic Support Program	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-Wide Family Math night will be held. Parents will be given tools, strategies, and materials to assist their children in Math.	Academic Support Program	08/19/2013	12/19/2017	\$250 - Other	Knochenmus

Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to complete the Comprehensive School Survey regarding school and district success.	Parent Involvement	01/11/2016	03/31/2017	\$0 - No Funding Required	Assistant Principal

Strategy2:

Intervention K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - We Succeed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will participate in the We Succeed program two hours per week after school. Students will complete either Success Maker or Study Island based on their assessment data to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$0 - District Funding	McNairy, Andriot, Rivera

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Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Morgan, Rivera

Activity - SuccessMaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular successmaker instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$0 - District Funding	Reed, Rivera

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Fast ForWord	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive daily Fast ForWord instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$3000 - District Funding	Reed

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$4580 - State Funds \$3000 - State Funds	Rivera, Morgan

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000 - General Fund	Certified Staff

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Strategy3:

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Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Professional Development Related to Close Reading/ Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Stark, Team Leaders

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Activity - PLC site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in site visits by a PLC team to receive professional development on unpacking the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/16/2016	\$0 - No Funding Required	Rivera, Godfrey

Strategy4:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

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Measurable Objective 3:

76% of Fifth grade students will demonstrate a proficiency on Common Core Standard assessment in Social Studies by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - District Funding	Rivera, 5th Grade Teachers

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, 5th Grade Teachers

Strategy2:

Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Pine Mountain Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will attend a week long field trip to Pine Mountain Settlement School. They will participate in activities aligned to state standards to improve student proficiency. (Fundraisers)	Field Trip	03/11/2013	12/19/2017	\$14000 - Other	5th Grade Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the state standards to improve student proficiency.	Professional Learning	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Moran, Teachers

Measurable Objective 4:

74% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by

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10/06/2017 as measured by K-Prep scores.

Strategy1:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, team leaders, Morgan

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, Morgan, Team Leaders

Strategy2:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Teacher professional development on text complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan

Activity - Professional development related to answer stems.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000 - Other	Rivera, Morgan

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders,Rivera, Morgan

Activity - PLC site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in site visits by a PLC team to receive professional development on unpacking the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/16/2016	\$0 - No Funding Required	Rivera, Godfrey

Strategy3:

Interventions K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Teachers

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600 - State Funds	Rivera, Morgan, Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - We Succeed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will participate in the We Succeed program two hours per week after school. Students will complete either Success Maker or Study Island based on their reading tier to improve student proficiency.	Academic Support Program	08/19/2013	12/18/2015	\$3000 - District Funding	Rivera, McNairy, Andriot,

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Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000 - General Fund	Morgan, Teachers, Instructional Assistants, Retired Teachers

Activity - Raz Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260 - General Fund	Team Leaders, Morgan

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular successmaker instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$0 - District Funding	Deb Rivera, Sarah Reed

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Measurable Objective 5:

A 5% increase of Fourth grade students will demonstrate a proficiency from 55.1% in 2016 to 60.1% in 2017 in Science by 10/06/2017 as measured by District Proficiency Assessment.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

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Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Andriot, Bowden, James

Strategy2:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Activity - Science A-Z	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive instruction utilizing the Science A-Z program which will be determined by their assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$0 - General Fund	Bowden, Andriot, Morgan

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Bowden, Andriot, Morgan, James

Goal 2:

Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

Measurable Objective 1:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention- K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, DuFour, Stiggins

Activity - SuccessMaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to Success Maker math intervention. Assignment will be based on common assessment data and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$0 - District Funding	Reed, Rivera

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Activity - Everyone Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0 - No Funding Required	Knochenmus

Activity - Focus Groups- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000 - State Funds	Rivera, Morgan, Teachers, Instructional Assistants

Measurable Objective 2:

59% of Fifth grade students will demonstrate a proficiency on Common State Standards in Social Studies by 10/06/2017 as measured by K-PREP.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups. Groups will be based on assessment data. Teacher selected materials and Study Island materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

Measurable Objective 3:

47% of Fourth grade students will demonstrate a proficiency on Common State Standards in Science by 06/09/2017 as measured by District Proficiency Assessments.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

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Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups for intervention. Groups will be based on assessment data. Teacher selected materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

Measurable Objective 4:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to the SuccessMaker program for regular Math intervention to improve student proficiency.	Academic Support Program	08/19/2012	12/16/2016	\$0 - District Funding	Rivera, Reed

Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 5:

58% of Fifth grade students will demonstrate a proficiency on Common State Standards in English Language Arts by 10/03/2016 as measured by K-Prep.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction based on assessment results. Groups will be instructed utilizing teacher created materials and the writing A-Z program to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$1500 - General Fund	Rivera, Morgan

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Goal 3:

Maintain a safe and supportive learning environment for all students.

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Strategy1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000 - District Funding	Ardery

Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will establish a Student Response Team designed to repond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Overberg, Ardery

Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0 - No Funding Required	Knochenmus, Health Services

Goal 4:

Field Elementary will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first three years of implementation will be used to set targets for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/02/2017 as measured by surveys or other checks of understanding after professional development activities.

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Strategy1:

PGES Updates - PGES updates sessions will be held with teachers during faculty meetings to review the PGES system, observation windows, and conference procedures.

Category: Teacher PGES

Research Cited: Danielson

Activity - PGES Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school has set up a process for teachers to identify evidence for Domains 1 and 4 throughout the year and to provide their evidence to the administrators. Teachers complete the Field Evidence Sheet each month and attach their evidence piece as part of their PGES evaluation.	Policy and Process	12/01/2015	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Certified Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES updates and new information will be reviewed with teachers during faculty meetings.	Professional Learning	08/19/2013	12/19/2017	\$0 - Grant Funds	Rivera, Stark

Goal 5:

Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction

Measurable Objective 1:

A 5% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 20.2% in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

A 5% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to

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9.6% in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 3:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

Measurable Objective 4:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common State Standards in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model ..

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

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?

- Deb Rivera- Principal
- Steven Stark- Assistant Principal
- Lauren Morgan- Goal Clarity Coach
- Becky Overberg- School Counselor
- Kevin Knochenmus- Family Resource Coordinator
- Joseph Ardery- Mental Health Counselor

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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

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	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

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	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

Reflection

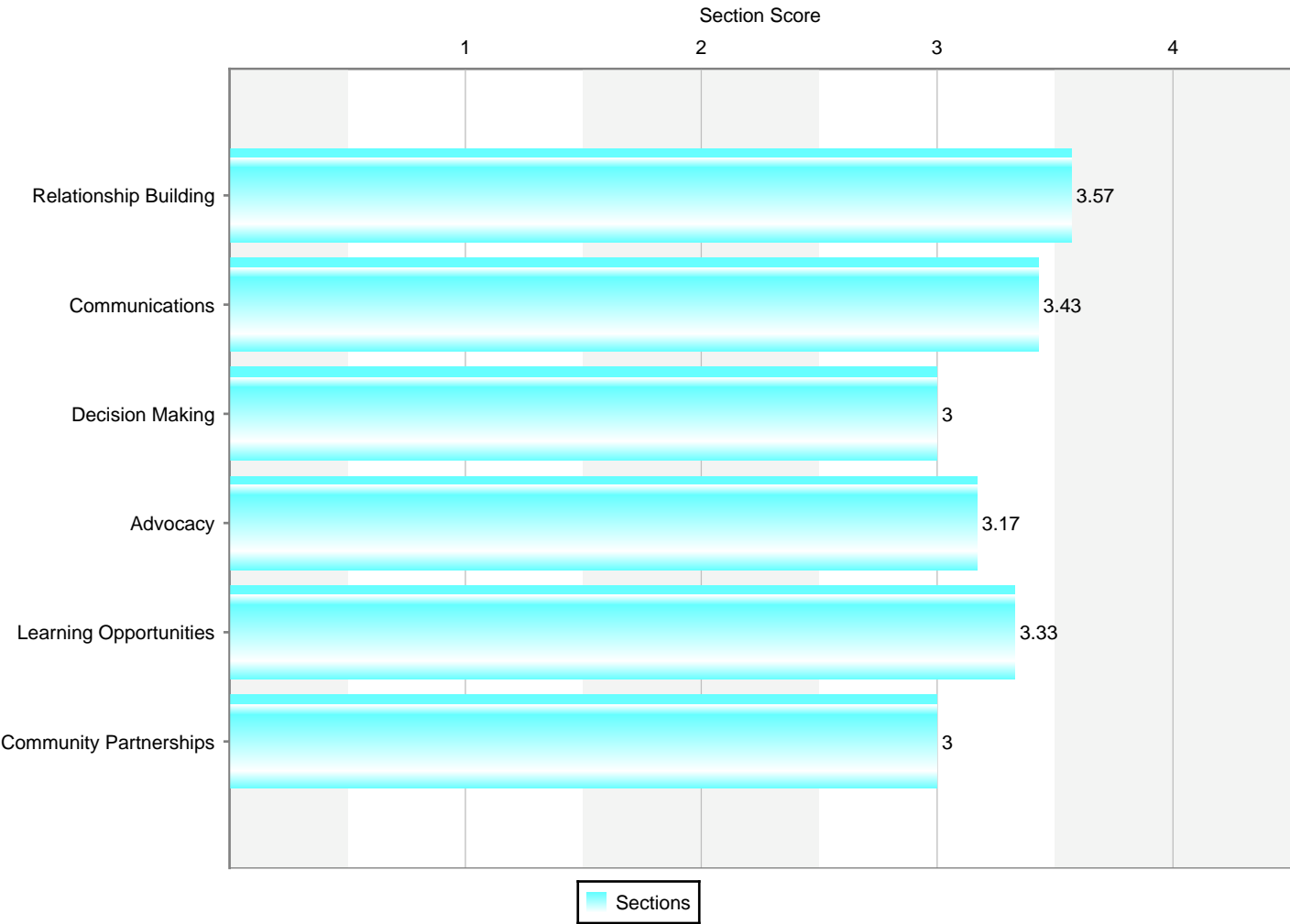
Reflect upon your responses to each of the Missing Piece objectives.

The school actively involves parents with support network within the school. Parents are given opportunity to connects with the school leadership and faculty throughout the year. The PTA actively seeks out memberships and encourages parents to advocate for their student. The teachers provide on-going academic feedback to parents throughout the school year through completion of school report cards and progress notes. Teachers also provide parents with weekly newsletters highlighting upcoming skills and assessments throughout the year. The school stokeholds have identified an area of improvement in regards to providing multiple opportunities for our non-resident parents to engage with the school faculty/leadership. During this school year many of the faculty have adopted the use of Class Dojo for additional ways to provide student progress as well as additional classroom instructional information to parents.

Field Elementary will continue to provide multiple opportunities/ways for parents to engage with the school faculty and leadership. The school will continue to develop the partnerships within the community and look for opportunities to expand those partnership into new areas. To improve the area of need, school leadership will explore options for offering our non-reside parents more convenient ways to engage with faculty through off-site conferences, use of technology, and off-site learning events.

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.

Stakeholders were invited to attend sessions to provide feedback to school leadership. Stakeholders were invited to complete the district and state surveys in response to school related performance. Stakeholders had the option to complete the paper survey or complete the survey online. Stakeholders were informed of results through open house and school news letter. The SBDM elected members from both parents and teachers represented their role groups within the SBDM planning process for the Improvement Plan.

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

Stakeholder representation included elected parents for SBDM as well as the certified SBDM representatives. Opportunity and time was given for all role groups to complete the surveys pertaining to their role group and provide feedback through their representatives. SBDM members had the responsibility of providing feedback to school leadership and then reviewing the final CSIP document and casting a vote to adopt the completed CSIP.

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

All stakeholders will receive the online link of the document supported by the district through the school newsletter. The plan will be shared with the PTA during PTA open meetings. The SBDM will monitor the plan on a routine basis based on agenda items.

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?

All stakeholders reviewed the 2016-2017 School Improvement Plan. The school report card was analyzed at a faculty meeting with staff and with the School-Based Decision Making Council to determine outcome data. The school leadership (Principal, Assistant Principal, and Goal Clarity Coach) met with district leadership from the Assistant Superintendent's office to analyze K-PREP data before meeting with stakeholders. Stakeholder Surveys were reviewed to determine perception data on teaching and learning conditions. Stakeholders were involved with determining next steps for instructional outcome goals approved by SBDM and set by KDE. Data indicated a need for explicit instruction within ELA standards and the need to increase proficiency rates among identified GAP Students.

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 following areas of strength were noted:

- * the percentage of Proficient and Distinguished students in Reading was above the district and state average.

- * the percentage of Proficient and Distinguished students in Math was above the district and state average.

The implementation of WIN groups for Math is demonstrating successful outcomes as indicated by the K-PREP assessment.

To sustain these areas of strength we will connote to offer enrichment to students as part of the Advanced Program curriculum. The school will support ELA with additional WIN time implemented for each grade level by utilizing retired teachers and instructional assistants. In addition, primary talent pool students will be identified in kindergarten, first, and second grades to offer enrichment opportunities to younger students.

Opportunities for Improvement

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

The following priority areas of need were noted:

- * continue to increase the number of students scoring proficient or above in Math
- * increase the number of students scoring proficient or above in Reading
- * decrease the number of students performing novice in both Reading and Math
- * focus on moving GAP students from Novice to Proficient or above.

WIN (What I Need) groups will be supported in both Math and Reading. School staff will be utilized to support additional time in Reading groups. PD will be centered around implementing successful reading instructional for whole and small group. WIN groups will offer the opportunity for daily fluid groups to meet for both enrichment and remediation based on data analysis of common assessments.

Conclusion

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

Our next steps to address the areas of concern are to meet in Professional Learning Communities to determine common assessments and plan for additional staff to be utilized for instructional goals. Grade level teams will meet weekly to determine the guaranteed curriculum, write student friendly learning targets, write common formative and summative assessments, analyze assessment results, and assign students to fluid WIN groups for enrichment and remediation. All of the above mentioned work will be posed on a school wikispace for monitoring purposes as well as vertical grade level teaming.

2016-2017 CSIP- Field Elementary

Overview

Plan Name

2016-2017 CSIP- Field Elementary

Plan Description

2016-2017 CSIP- Field Elementary

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019	Objectives: 5 Strategies: 14 Activities: 38	Academic	\$79190
2	Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.	Objectives: 5 Strategies: 5 Activities: 6	Academic	\$4500
3	By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages	Objectives: 4 Strategies: 4 Activities: 8	Academic	\$10376
4	Maintain a safe and supportive learning environment for all students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$30000
5	Field Elementary will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first three years of implementation will be used to set targets for the 2017-18 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction	Objectives: 4 Strategies: 2 Activities: 2	Academic	\$0
7	Field will use 100% of all Instructional Resources (textbook) funds within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$7397

Goal 1: Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019

Status	Progress Notes	Created On	Created By
N/A	pending Kprep assessment results	June 25, 2014	Mrs. Deb Rivera

Measurable Objective 1:

74% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep scores.

Status	Progress Notes	Created On	Created By
Met	Reading interventions and enrichment including attendance incentives, family literacy night, ESS after school program, RTI meetings, Cascade dashboard analysis, Literacy focus groups, study island enrichment, success maker intervention, what I Need time, wiki space data location, STEM professional development	June 12, 2015	Mrs. Deb Rivera
N/A	pending KPrep results	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
N/A	Curriculum aligned through text complexity professional development, STEM professional development, PLC site visits, and common PLC planning.	June 12, 2015	Mrs. Deb Rivera
N/A	completed at grade level PLC meetings	June 25, 2014	Mrs. Deb Rivera

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Activity - Teacher professional development on text complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Morgan

Status	Progress Notes	Created On	Created By
In Progress	Professional development occurred throughout the school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PD completed 2/2013	May 10, 2013	Mrs. Deb Rivera

Activity - Professional development related to answer stems.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000	Other	Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PD offered for teachers. Professional reading offered. Teachers collaborated to develop answer stems.	June 12, 2013	Mrs. Deb Rivera

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency. This process will occur during PLC meetings and at set Faculty Meeting times.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Team Leaders, Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed	PLC's occurred in the 2015-2016 school year and the 2016-2017 school year reflects time for PLC's during the school day to continue	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera

Comprehensive School Improvement Plan

Field Elementary

Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera
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Strategy 2:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	PLC's implemented through weekly PLC meetings, wikispace utilized to house PLC work, Solution Tree site visits.	June 12, 2015	Mrs. Deb Rivera
N/A	weekly meeting with each grade level	June 25, 2014	Mrs. Deb Rivera

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Deb Rivera, team leaders, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera
Completed	PLC's for all grade levels met weekly during the school year.	May 10, 2013	Mrs. Deb Rivera

Activity - Wikispace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0	No Funding Required	Deb Rivera, Morgan, Team Leaders

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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PLCs, principal, and counselor utilized the school wikispace for ongoing communication.	May 10, 2013	Mrs. Deb Rivera

Strategy 3:

Interventions K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Interventions supported through success maker, study island, student focus groups, cascade data, we succeed,	June 12, 2015	Mrs. Deb Rivera
N/A	Interventions for all tier 1, 2, and 3 students based on data analysis.	June 25, 2014	Mrs. Deb Rivera

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	District Funding	Hill, Rivera

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Identified students will receive daily Study Island instruction to meet their targeted needs to improve student proficiency	June 12, 2013	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600	State Funds	Rivera, Morgan, Teachers
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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Focus groups created for Math and Reading as per student data and RTI. Retired teachers planned lessons and tracked student progress	June 12, 2013	Mrs. Deb Rivera

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	No Funding Required	Morgan, Rivera, Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers will continue with CASCADE Dashboard Analysis in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Cascade dashboard utilized to analyze student assessment results. Remediation planned based on alaysis.	June 12, 2013	Mrs. Deb Rivera

Activity - Raz Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260	General Fund	Team Leaders, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Not Completed	issue with software prohibited full implementation	June 25, 2014	Mrs. Deb Rivera
Completed	Fast Forward implemented for students grade K-5.	June 12, 2013	Mrs. Deb Rivera

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Field Elementary

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500	State Funds	Morgan, Stark

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	ESS after school program was part of We Succeed.	June 12, 2013	Mrs. Deb Rivera

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	No Funding Required	Hill, Overberg

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	RTI referrals made based on academic and behavior data. The RTI team monitored student intervention success and made changes ti interventions based on the data.	June 12, 2013	Mrs. Deb Rivera

Activity - What I Need Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000	General Fund	Morgan, Teachers, Instructional Assistants, Retired Teachers

Comprehensive School Improvement Plan

Field Elementary

Measurable Objective 2:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
Met	Math interventions and enrichment including attendance incentives, family math night, ESS after school program, RTI meetings, Cascade dashboard analysis, Math focus groups, study island enrichment, success maker intervention, what I Need time, wiki space data location, STEM professional development.	June 12, 2015	Mrs. Deb Rivera
N/A	pending Kprep assessment reesults	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
N/A	Curriculum aligned through stems PD, PLC work, PLC site visits.	June 12, 2015	Mrs. Deb Rivera
N/A	completed with grade level PLCs	June 25, 2014	Mrs. Deb Rivera

Activity - Professional Development Related to Close Reading/ Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Morgan, Rivera, Stark, Team Leaders

Status	Progress Notes	Created On	Created By
Completed		May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PD offered for teachers. Professional reading offered. Teachers collaborated to develop answer stems.	June 12, 2013	Mrs. Deb Rivera

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Team Leaders, Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera

Strategy 2:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	weekly PLC meetings, wikispace data entry, Solution Tree site visits.	June 12, 2015	Mrs. Deb Rivera
N/A	weekly meetings with all grade levels	June 25, 2014	Mrs. Deb Rivera

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Rivera, Team Leaders, Morgan

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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Teachers met twice per week in PLC teams. Common assessments were written, curriculum aligned, and students assigned to WIN groups based on the data.	June 12, 2013	Mrs. Deb Rivera

Activity - Wikispace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0	No Funding Required	Rivera, Team Leaders, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PLCs, principal, and counselor utilized the school wikispace for ongoing communication	June 12, 2013	Mrs. Deb Rivera

Strategy 3:

Intervention K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	completed for all tier 1, 2 and 3 students in WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - What I Need Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000	General Fund	Certified Staff

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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue in the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	PLCs developed What I Need Time. All students had enrichment and or intervention related to Math for 1 hour daily. The class ration was lowered during that time period to provide small group opportunities for all students related to what they need.	June 12, 2013	Mrs. Deb Rivera

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	District Funding	Hill, Rivera

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Identified students will receive daily Study Island instruction to meet their targeted needs to improve student proficiency.	June 12, 2013	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$7580	State Funds, State Funds	Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Focus groups created for Math and Reading as per student data and RTI. Retired teachers planned lessons and tracked student progress	June 12, 2013	Mrs. Deb Rivera

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	No Funding Required	Team Leaders, Morgan, Rivera
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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Cascade dashboard utilized to analyze student assessment results. Remediation planned based on alaysis	June 12, 2013	Mrs. Deb Rivera

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500	State Funds	Morgan, Stark

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	ESS after school program was part of We Succeed	June 12, 2013	Mrs. Deb Rivera

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	No Funding Required	Hill, Overberg

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera

Comprehensive School Improvement Plan

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Completed	RTI referrals made based on academic and behavior data. The RTI team monitored student intervention success and made changes to interventions based on the data	June 12, 2013	Mrs. Deb Rivera
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Strategy 4:

Parent Involvement and Attendance - Increase parent involvement and student attendance.

Category:

Research Cited: Payne

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	completed and attendance tracked/logged	June 25, 2014	Mrs. Deb Rivera

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0	No Funding Required	Decker, Knochenmus

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Whole class attendance was tracked by teachers. When the class received ten whole class perfect attendance days the class was recognized in the school community meeting.	June 12, 2013	Mrs. Deb Rivera

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-Wide Family Math night will be held. Parents will be given tools, strategies, and materials to assist their children in Math.	Academic Support Program	08/19/2013	12/19/2017	\$250	Other	Knochenmus

Status	Progress Notes	Created On	Created By
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Not Completed	Not completed for the 2015-2016 school year. This activity will be revisited for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	A family math night was held at the school. Teachers presented WIN group materials to parents at each grade level.	June 12, 2013	Mrs. Deb Rivera

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide Literacy Night will be held to invite parents to interact with literacy strategies, materials, and media along with certified staff participation.	Parent Involvement	08/17/2015	12/19/2017	\$1000	FRYSC	Knochenmus, Rivera

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark

Activity - Report Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide report card grades and feedback comments to parents according to the district calendar.	Academic Support Program	08/12/2015	12/19/2017	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark

Activity - Communication with Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will make phone calls or provide written materials regarding student learning progress. Teachers will provide weekly classroom newsletters outlining upcoming standards for ELA and Math as well as upcoming assessment information.	Parent Involvement	08/12/2015	12/19/2017	\$0	No Funding Required	Certified Teachers, and Administrative staff

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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year. SBDM will review this activity to include other forms of communication for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark

Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given the opportunity to complete the Comprehensive School Survey regarding school and district success.	Parent Involvement	01/11/2016	03/31/2017	\$0	No Funding Required	Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark

Measurable Objective 3:

A 5% increase of Fifth grade students will demonstrate a proficiency in writing from 56.9% in 2016 to 61.9% in 2017 in Writing by 10/06/2017 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
Met	Writing interventions and enrichments including writing A-Z program, writing specialist trainings and guest teacher, PLC work focusing on student data.	June 12, 2015	Mrs. Deb Rivera
N/A	pending Kprep assessment scores	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Interventions - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	completed for all students during WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - Writing A-Z	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students will be placed in focus groups to receive instruction utilizing the Writing A-Z program to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	General Fund	Morgan
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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Writing A-Z software purchased for all classrooms to assist and provide resources for writing instruction.	June 12, 2013	Mrs. Deb Rivera

Activity - Atherton & Able PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will send designated teachers to this writing PD. These teacher leaders will bring back the professional practices related to this writing PD to the staff. These teacher leaders will provide professional development during Gold Days and designated faculty meetings to the certified staff. These learned writing strategies will be implemented in the classroom. Additional professional development on these strategies will be incorporated into summer 2017 professional development provided at the school level.	Professional Learning	09/01/2016	12/19/2017	\$500	General Fund	Teacher leaders, Principal, Goal Clarity Coach

Strategy 2:

Attendance - Student attendance program to increase instructional time.

Category:

Research Cited: Payne

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	adressed by committee - attendance clerk, FRYSC, JCPS personnel	June 25, 2014	Mrs. Deb Rivera

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0	No Funding Required	Decker, Knochenmus
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Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed	Whole class attendance was tracked by teachers. When the class received ten whole class perfect attendance days the class was recognized in the school community meeting.	June 12, 2013	Mrs. Deb Rivera

Strategy 3:

Curriculum Alignment - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
N/A	grade level PLC meetings	June 25, 2014	Mrs. Deb Rivera

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the State Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Rivera, Team Members, Morgan

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera

Measurable Objective 4:

A 5% increase of Fourth grade students will demonstrate a proficiency from 55.1% in 2016 to 60.1% in 2017 in Science by 10/06/2017 as measured by District Proficiency Assessment.

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Status	Progress Notes	Created On	Created By
Met	Science interventions and enrichment based on Science A-Z program, Science focus groups (weekly), PLC work focused on student data.	June 12, 2015	Mrs. Deb Rivera
N/A	pending KPrep state assessment	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	provided for all students in the WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	No Funding Required	Bowden, Andriot, Morgan, James

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Focus groups created for Science as per student data and RTI. Teachers planned lessons and tracked student progress	June 12, 2013	Mrs. Deb Rivera

Strategy 2:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

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Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	weekly grade level PLC meetings completed	June 25, 2014	Mrs. Deb Rivera

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	No Funding Required	Rivera, Morgan, Andriot, Bowden, James

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera

Measurable Objective 5:

76% of Fifth grade students will demonstrate a proficiency on Common Core Standard assessment in Social Studies by 10/06/2017 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
Met	Pine Mountain settlements school for real world connections, PLC focus on student interventions and enrichment.	June 12, 2015	Mrs. Deb Rivera
Met	Study Island completed for 80% of students, focus groups based on Cascade data.	June 12, 2015	Mrs. Deb Rivera
N/A	pending state KPrep assessment	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	Provided for all students during WIN program.	June 25, 2014	Mrs. Deb Rivera

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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	District Funding	Rivera, 5th Grade Teachers

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Identified students will receive daily Study Island instruction to meet their targeted needs to improve student proficiency.	June 12, 2013	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, 5th Grade Teachers

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Focus groups Social Studies as per student data. Teachers planned lessons and tracked student progress.	June 12, 2013	Mrs. Deb Rivera

Strategy 2:

Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Marzano, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
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Comprehensive School Improvement Plan

Field Elementary

N/A	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
N/A	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups, Pine Mountain Field Trip (week long)	June 12, 2015	Mrs. Deb Rivera
N/A	completed for all 5th grade students	June 25, 2014	Mrs. Deb Rivera

Activity - Pine Mountain Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students will attend a week long field trip to Pine Mountain Settlement School. They will participate in activities aligned to state standards to improve student proficiency. (Fundraisers)	Field Trip	03/11/2013	12/19/2017	\$14000	Other	5th Grade Teachers

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	All fifth graders attend a five day field trip to Pine Mountain Settlement School. The trip is aligned to 5th grade Social Studies standards.	June 12, 2013	Mrs. Deb Rivera

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the state standards to improve student proficiency.	Professional Learning	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, Morgan, Teachers

Status	Progress Notes	Created On	Created By
Completed	Completed for the 2015-2016 school year and will continue for the 2016-2017 school year.	May 31, 2016	Mr. Steven Stark
Completed		June 25, 2014	Mrs. Deb Rivera
Completed	Professional learning communities met twice per week. Common assessments were written, curriculum aligned, and student work analyzed to create WIN groups.	June 12, 2013	Mrs. Deb Rivera

Goal 2: Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

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Status	Progress Notes	Created On	Created By
N/A	pending KPrep state assessment results	June 25, 2014	Mrs. Deb Rivera

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
N/A	pending state KPrep assessment	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Status	Progress Notes	Created On	Created By
N/A	provided for all students as part of the WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Team Leaders, Rivera, Morgan

Status	Progress Notes	Created On	Created By
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Comprehensive School Improvement Plan

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Completed		June 25, 2014	Mrs. Deb Rivera
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Measurable Objective 2:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
N/A	pending state Kprep assessment results	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention- K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, DuFour, Stiggins

Status	Progress Notes	Created On	Created By
N/A	provided for all students as part of the WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - Focus Groups- K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000	State Funds	Rivera, Morgan, Teachers, Instructional Assistants

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Everyone Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0	No Funding Required	Knochenmus

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Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 3:

47% of Fourth grade students will demonstrate a proficiency on Common State Standards in Science by 06/09/2017 as measured by District Proficiency Assessments.

Status	Progress Notes	Created On	Created By
N/A	pending state KPrep assessment results	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
N/A	provided for all students during WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be assigned to focus groups for intervention. Groups will be based on assessment data. Teacher selected materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 4:

59% of Fifth grade students will demonstrate a proficiency on Common State Standards in Social Studies by 10/06/2017 as measured by K-PREP.

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Status	Progress Notes	Created On	Created By
N/A	pending state KPrep assessment results	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Status	Progress Notes	Created On	Created By
N/A	provided for all students - WIN time	June 25, 2014	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be assigned to focus groups. Groups will be based on assessment data. Teacher selected materials and Study Island materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 5:

58% of Fifth grade students will demonstrate a proficiency on Common State Standards in English Language Arts by 10/03/2016 as measured by K-Prep.

Status	Progress Notes	Created On	Created By
N/A	pending state KPrep assessment results	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

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Field Elementary

Status	Progress Notes	Created On	Created By
N/A	provided for all students - WIN program	June 25, 2014	Mrs. Deb Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group instruction based on assessment results. Groups will be instructed utilizing teacher created materials and the writing A-Z program to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$1500	General Fund	Rivera, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Goal 3: By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages

Status	Progress Notes	Created On	Created By
N/A	pending state scoring results	June 25, 2014	Mrs. Deb Rivera

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Art & Humanities by 06/02/2017 as measured by evidence submitted and the average rating of the program review report..

Status	Progress Notes	Created On	Created By
Met	completed for all students	June 25, 2014	Mrs. Deb Rivera

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Strategy 1:

Arts and Humanities Instruction - All students have access to comprehensive standards-based instruction in Arts and Humanities.

Category:

Research Cited: Guskey, DuFour

Status	Progress Notes	Created On	Created By
N/A	completed - all students on Art schedule	June 25, 2014	Mrs. Deb Rivera

Activity - Arts Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts and Humanities Program Review Committee will review the arts curriculum based on multiple indicators. The arts program will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0	No Funding Required	Rivera, Heizer, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Special Events and Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to explore the arts curriculum in unique ways including community performances and events.	Community Engagement	09/03/2012	12/19/2017	\$9376	Grant Funds	Stark, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Practical Living by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

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Status	Progress Notes	Created On	Created By
Met	completed for all students	June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Practical Living and Career Studies Instruction - All students will have access to comprehensive standards-based instruction Practical Living and Career Studies.

Category:

Research Cited: Guskey, DuFour

Status	Progress Notes	Created On	Created By
N/A	completed for all students	June 25, 2014	Mrs. Deb Rivera

Activity - Practical Living and Career Studies Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PL and CS Committee will review the curriculum based on multiple indicators . The curriculum will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0	No Funding Required	Johnson, Rivera

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Health Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have equitable access to comprehensive health instruction both through their physical education classes and in the regular classroom. Teachers will learn how to access lesson plans, teaching resources, and other health related tools.	Academic Support Program	09/03/2012	12/19/2017	\$0	No Funding Required	Johnson, Rivera

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing to demonstrate school-wide proficiency in English Language Arts by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

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Status	Progress Notes	Created On	Created By
Met		June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Writing Instruction - All students will have access to comprehensive standards-based instruction in Writing.

Category:

Research Cited: Guskey, DuFour

Status	Progress Notes	Created On	Created By
N/A	completed for all students	June 25, 2014	Mrs. Deb Rivera

Activity - Writing Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review Committee will review the Writing curriculum based on multiple indicators. The Writing program will be revised to reflect the necessary changes	Academic Support Program	09/03/2012	12/19/2017	\$0	No Funding Required	Morgan, Rivera

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development aimed at improving the quality and consistency of writing instruction across grade levels.	Professional Learning	09/03/2012	12/19/2017	\$0	No Funding Required	Morgan, Rivera

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Measurable Objective 4:

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100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance of the Primary Program in English Language Arts by 06/02/2017 as measured by portfolio evidence submitted and the ratings of the Program Review Report..

Status	Progress Notes	Created On	Created By
Met		June 25, 2014	Mrs. Deb Rivera

Strategy 1:

System of Interventions - The administrative team will continue to monitor and revise the system of interventions to ensure it is comprehensive and addresses accelerated learning, achievement gaps, highly effective instruction, readiness to learn, and student transitions.

Category:

Research Cited: Fletcher, Vaughn

Status	Progress Notes	Created On	Created By
N/A	completed for all students	June 25, 2014	Mrs. Deb Rivera

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000	General Fund	Rivera, Teachers, Morgan

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Tiered Intervention Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention team will continue to monitor the effectiveness of the tiered intervention services offered in improving student outcomes. Teacher Professional Learning Communities will discuss ways to differentiate their classrooms to meet the needs of all students K-5.	Academic Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, Morgan, Teachers

Status	Progress Notes	Created On	Created By
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Field Elementary

Completed		June 25, 2014	Mrs. Deb Rivera
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Goal 4: Maintain a safe and supportive learning environment for all students.

Status	Progress Notes	Created On	Created By
N/A	completed and monitored by climate committee	June 25, 2014	Mrs. Deb Rivera

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Status	Progress Notes	Created On	Created By
Met		June 25, 2014	Mrs. Deb Rivera

Strategy 1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Status	Progress Notes	Created On	Created By
N/A	completed by FRYSC	June 25, 2014	Mrs. Deb Rivera

Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0	No Funding Required	Knochenmus, Health Services

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

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Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will establish a Student Response Team designed to respond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0	No Funding Required	Rivera, Stark, Overberg, Ardery

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000	District Funding	Ardery

Goal 5: Field Elementary will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first three years of implementation will be used to set targets for the 2017-18 school year.

Status	Progress Notes	Created On	Created By
N/A	trainings completed - modules shared with staff	June 25, 2014	Mrs. Deb Rivera

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/02/2017 as measured by surveys or other checks of understanding after professional development activities.

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Status	Progress Notes	Created On	Created By
Met		June 25, 2014	Mrs. Deb Rivera

Strategy 1:

PGES Updates - PGES updates sessions will be held with teachers during faculty meetings to review the PGES system, observation windows, and conference procedures.

Category: Teacher PGES

Research Cited: Danielson

Status	Progress Notes	Created On	Created By
N/A	completed four modules during faculty meetings	June 25, 2014	Mrs. Deb Rivera

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PGES updates and new information will be reviewed with teachers during faculty meetings.	Professional Learning	08/19/2013	12/19/2017	\$0	Grant Funds	Rivera, Stark

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Deb Rivera

Activity - PGES Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school has set up a process for teachers to identify evidence for Domains 1 and 4 throughout the year and to provide their evidence to the administrators. Teachers complete the Field Evidence Sheet each month and attach their evidence piece as part of their PGES evaluation.	Policy and Process	12/01/2015	12/19/2017	\$0	No Funding Required	Rivera, Stark, Certified Staff

Goal 6: Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 9.6% in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model.

(shared) Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0	No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of noive GAP students to 20.2% in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

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(shared) Strategy 1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0	No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 3:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

(shared) Strategy 1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0	No Funding Required	All certified teachers, Morgan, Rivera

Measurable Objective 4:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common State Standards in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model ..

(shared) Strategy 1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0	No Funding Required	All certified teachers, Morgan, Rivera

Goal 7: Field will use 100% of all Instructional Resources (textbook) funds within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to supply classrooms with instructional materials needed to help students meet proficiency targets by 12/19/2017 as measured by the amount spent during the school year and reported to SBDM.

Strategy 1:

Instructional Material Purchases - The team leaders for each grade level will submit request for classroom support material to be purchased by the school to the Goal Clarity Coach. Final approval will be submitted to the building principal. Teachers will document the request and indicate how the materials will support student learning.

Category: Other - Textbook Supply

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Research Cited: JCPS funding guidelines

Activity - Instructional Supply Purchases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit purchase order requests for classroom instructional/textbook materials. The Goal Clarity Coach will survey the needs of the school as a whole to recommend school wide purchases to support student learning. All requests will be submitted for final approval to the building principal.	Policy and Process	08/31/2015	12/19/2017	\$7397	Text Books	Team Leaders, Morgan, Rivera, Martin

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will work in professional learning communities to unpack standards and write learning targets that align to the State Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Rivera, Team Members, Morgan
Focus Groups	Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Bowden, Andriot, Morgan, James
Professional Learning Community	Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Team Leaders, Rivera, Morgan
Everyone Reads	Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0	Knochenmus
Focus Groups	Targeted students will be assigned to focus groups for intervention. Groups will be based on assessment data. Teacher selected materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	Rivera, Morgan
PGES Evidence Collection	The school has set up a process for teachers to identify evidence for Domains 1 and 4 throughout the year and to provide their evidence to the administrators. Teachers complete the Field Evidence Sheet each month and attach their evidence piece as part of their PGES evaluation.	Policy and Process	12/01/2015	12/19/2017	\$0	Rivera, Stark, Certified Staff
Wikispace	All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0	Deb Rivera, Morgan, Team Leaders
Professional Learning Community	Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency. This process will occur during PLC meetings and at set Faculty Meeting times.	Professional Learning	08/19/2013	12/19/2017	\$0	Team Leaders, Rivera, Morgan

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Tiered Intervention Services	The intervention team will continue to monitor the effectiveness of the tiered intervention services offered in improving student outcomes. Teacher Professional Learning Communities will discuss ways to differentiate their classrooms to meet the needs of all students K-5.	Academic Support Program	08/21/2012	12/19/2017	\$0	Rivera, Morgan, Teachers
Weekly PLC Meetings	Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0	All certified teachers, Morgan, Rivera
Attendance Incentive	Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0	Decker, Knochenmus
Health Screenings and Immunizations	We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0	Knochenmus, Health Services
Professional Development	Teachers will participate in professional development aimed at improving the quality and consistency of writing instruction across grade levels.	Professional Learning	09/03/2012	12/19/2017	\$0	Morgan, Rivera
Weekly PLC meetings	All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Rivera, Team Leaders, Morgan
Teacher professional development on text complexity	Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Morgan
Student Response Team/PBIS System	We will establish a Student Response Team designed to respond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0	Rivera, Stark, Overberg, Ardery
Focus Groups	Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	Rivera, 5th Grade Teachers
Response to Intervention	K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Hill, Overberg
Professional Development Related to Close Reading/ Reading Block	Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0	Morgan, Rivera, Stark, Team Leaders

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Arts Needs Assessment	The Arts and Humanities Program Review Committee will review the arts curriculum based on multiple indicators. The arts program will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0	Rivera, Heizer, Morgan
Report Cards	Teachers provide report card grades and feedback comments to parents according to the district calendar.	Academic Support Program	08/12/2015	12/19/2017	\$0	Certified Teachers
Health Education	All students will have equitable access to comprehensive health instruction both through their physical education classes and in the regular classroom. Teachers will learn how to access lesson plans, teaching resources, and other health related tools.	Academic Support Program	09/03/2012	12/19/2017	\$0	Johnson, Rivera
Attendance Incentive	Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0	Decker, Knochenmus
What I Need Time- K-5	Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	Team Leaders, Rivera, Morgan
Wikispace	All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0	Rivera, Team Leaders, Morgan
Cascade Dashboard Analysis	Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Team Leaders, Morgan, Rivera
Focus Groups	Targeted students will be assigned to focus groups. Groups will be based on assessment data. Teacher selected materials and Study Island materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	Rivera, Morgan
Writing Needs Assessment	The Writing Program Review Committee will review the Writing curriculum based on multiple indicators. The Writing program will be revised to reflect the necessary changes	Academic Support Program	09/03/2012	12/19/2017	\$0	Morgan, Rivera
Professional Learning Communities	Teachers will work in professional learning communities to unpack standards and write learning targets that align to the state standards to improve student proficiency.	Professional Learning	08/21/2012	12/19/2017	\$0	Rivera, Morgan, Teachers
Weekly PLC meetings	All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Deb Rivera, team leaders, Morgan

Comprehensive School Improvement Plan

Field Elementary

Response to Intervention	K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Hill, Overberg
Comprehensive School Survey	Parents will be given the opportunity to complete the Comprehensive School Survey regarding school and district success.	Parent Involvement	01/11/2016	03/31/2017	\$0	Assistant Principal
What I need Time	Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0	Team Leaders, Rivera, Morgan
Communication with Families	Teachers and administrators will make phone calls or provide written materials regarding student learning progress. Teachers will provide weekly classroom newsletters outlining upcoming standards for ELA and Math as well as upcoming assessment information.	Parent Involvement	08/12/2015	12/19/2017	\$0	Certified Teachers, and Administrative staff
Cascade Dashboard Analysis	Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Morgan, Rivera, Teachers
Weekly PLC Meetings	Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0	Rivera, Morgan, Andriot, Bowden, James
Practical Living and Career Studies Needs Assessment	The PL and CS Committee will review the curriculum based on multiple indicators . The curriculum will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0	Johnson, Rivera
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	PGES updates and new information will be reviewed with teachers during faculty meetings.	Professional Learning	08/19/2013	12/19/2017	\$0	Rivera, Stark
Special Events and Performances	Students will have the opportunity to explore the arts curriculum in unique ways including community performances and events.	Community Engagement	09/03/2012	12/19/2017	\$9376	Stark, Morgan
Total					\$9376	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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SY 2016-2017

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Comprehensive School Improvement Plan

Field Elementary

Literacy Night	School wide Literacy Night will be held to invite parents to interact with literacy strategies, materials, and media along with certified staff participation.	Parent Involvement	08/17/2015	12/19/2017	\$1000	Knochenmus, Rivera
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Hill, Rivera
Study Island	Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Hill, Rivera
Mental Health Counselor	The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000	Arderly
Study Island	Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0	Rivera, 5th Grade Teachers
Total					\$30000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	School-Wide Family Math night will be held. Parents will be given tools, strategies, and materials to assist their children in Math.	Academic Support Program	08/19/2013	12/19/2017	\$250	Knochenmus
Professional development related to answer stems.	Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000	Rivera, Morgan
Pine Mountain Field Trip	Fifth grade students will attend a week long field trip to Pine Mountain Settlement School. They will participate in activities aligned to state standards to improve student proficiency. (Fundraisers)	Field Trip	03/11/2013	12/19/2017	\$14000	5th Grade Teachers
Total					\$17250	

Text Books

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

Field Elementary

Instructional Supply Purchases	Teachers will submit purchase order requests for classroom instructional/textbook materials. The Goal Clarity Coach will survey the needs of the school as a whole to recommend school wide purchases to support student learning. All requests will be submitted for final approval to the building principal.	Policy and Process	08/31/2015	12/19/2017	\$7397	Team Leaders, Morgan, Rivera, Martin
Total					\$7397	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus Groups	Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600	Rivera, Morgan, Teachers
ESS After School Program	Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500	Morgan, Stark
Focus Groups	Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$3000	Rivera, Morgan
Focus Groups- K-5	Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000	Rivera, Morgan, Teachers, Instructional Assistants
ESS After School Program	Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500	Morgan, Stark
Focus Groups	Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$4580	Rivera, Morgan
Total					\$20180	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000	Rivera, Teachers, Morgan

Comprehensive School Improvement Plan

Field Elementary

What I Need Time	Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000	Certified Staff
Raz Kids	Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260	Team Leaders, Morgan
Writing A-Z	Targeted students will be placed in focus groups to receive instruction utilizing the Writing A-Z program to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0	Morgan
Focus Groups	Students will receive small group instruction based on assessment results. Groups will be instructed utilizing teacher created materials and the writing A-Z program to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$1500	Rivera, Morgan
Atherton & Able PD	The school will send designated teachers to this writing PD. These teacher leaders will bring back the professional practices related to this writing PD to the staff. These teacher leaders will provide professional development during Gold Days and designated faculty meetings to the certified staff. These learned writing strategies will be implemented in the classroom. Additional professional development on these strategies will be incorporated into summer 2017 professional development provided at the school level.	Professional Learning	09/01/2016	12/19/2017	\$500	Teacher leaders, Principal, Goal Clarity Coach
What I Need Time	Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000	Morgan, Teachers, Instructional Assistants, Retired Teachers
Total					\$46260	

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.	No	No Preschool	

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.	No	Not a Title I school	

Comprehensive School Improvement Plan

Field 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

Field 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	Not a Title 1 school- no additional Title 1 funding	

Comprehensive School Improvement Plan

Field 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

Field 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	Not a Title 1 school- No Title 1 funding	

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:

Maintain a safe and supportive learning environment for all students.

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Strategy1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will establish a Student Response Team designed to repond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Overberg, Ardery

Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0 - No Funding Required	Knochenmus, Health Services

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000 - District Funding	Ardery

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

Comprehensive School Improvement Plan

Field Elementary

Goal 1:

Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019

Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Morgan, Rivera

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$4580 - State Funds \$3000 - State Funds	Rivera, Morgan

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000 - General Fund	Certified Staff

Comprehensive School Improvement Plan

Field Elementary

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Strategy2:

Parent Involvement and Attendance - Increase parent involvement and student attendance.

Category:

Research Cited: Payne

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide Literacy Night will be held to invite parents to interact with literacy strategies, materials, and media along with certified staff participation.	Parent Involvement	08/17/2015	12/19/2017	\$1000 - FRYSC	Knochenmus, Rivera

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-Wide Family Math night will be held. Parents will be given tools, strategies, and materials to assist their children in Math.	Academic Support Program	08/19/2013	12/19/2017	\$250 - Other	Knochenmus

Activity - Report Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide report card grades and feedback comments to parents according to the district calendar.	Academic Support Program	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Communication with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will make phone calls or provide written materials regarding student learning progress. Teachers will provide weekly classroom newsletters outlining upcoming standards for ELA and Math as well as upcoming assessment information.	Parent Involvement	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers, and Administrative staff

Comprehensive School Improvement Plan

Field Elementary

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0 - No Funding Required	Decker, Knochenmus

Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to complete the Comprehensive School Survey regarding school and district success.	Parent Involvement	01/11/2016	03/31/2017	\$0 - No Funding Required	Assistant Principal

Strategy3:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Activity - Professional Development Related to Close Reading/ Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Stark, Team Leaders

Strategy4:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Comprehensive School Improvement Plan

Field Elementary

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Measurable Objective 2:

74% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep scores.

Strategy1:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, Morgan, Team Leaders

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, team leaders, Morgan

Strategy2:

Interventions K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000 - General Fund	Morgan, Teachers, Instructional Assistants, Retired Teachers

Comprehensive School Improvement Plan

Field Elementary

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600 - State Funds	Rivera, Morgan, Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Teachers

Activity - Raz Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260 - General Fund	Team Leaders, Morgan

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Strategy3:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

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Activity - Professional development related to answer stems.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000 - Other	Rivera, Morgan

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency. This process will occur during PLC meetings and at set Faculty Meeting times.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders,Rivera, Morgan

Activity - Teacher professional development on text complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan

Goal 2:

Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

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Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to the SuccessMaker program for regular Math intervention to improve student proficiency.	Academic Support Program	08/19/2012	12/16/2016	\$0 - District Funding	Rivera, Reed

Measurable Objective 2:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention- K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, DuFour, Stiggins

Activity - Everyone Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0 - No Funding Required	Knochenmus

Activity - Focus Groups- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000 - State Funds	Rivera, Morgan, Teachers, Instructional Assistants

Goal 3:

Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 20.2% in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

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Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

Measurable Objective 3:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 9.6% in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 4:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common State Standards in Mathematics by 05/31/2017 as

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measured by Unbridled Learning Accountability Model ..

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

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

Goal 1:

By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance of the Primary Program in English Language Arts by 06/02/2017 as measured by portfolio evidence submitted and the ratings of the Program Review Report..

Strategy1:

System of Interventions - The administrative team will continue to monitor and revise the system of interventions to ensure it is comprehensive and addresses accelerated learning, achievement gaps, highly effective instruction, readiness to learn, and student transitions.

Category:

Research Cited: Fletcher, Vaughn

Activity - Universal Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000 - General Fund	Rivera, Teachers, Morgan

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

Goal 1:

Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019

Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Morgan, Rivera

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

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Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000 - General Fund	Certified Staff

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$3000 - State Funds \$4580 - State Funds	Rivera, Morgan

Strategy2:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Strategy3:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

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Activity - Professional Development Related to Close Reading/ Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Stark, Team Leaders

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

74% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep scores.

Strategy1:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, Morgan, Team Leaders

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, team leaders, Morgan

Strategy2:

Interventions K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000 - General Fund	Morgan, Teachers, Instructional Assistants, Retired Teachers

Activity - Raz Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260 - General Fund	Team Leaders, Morgan

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Teachers

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600 - State Funds	Rivera, Morgan, Teachers

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Strategy3:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Teacher professional development on text complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan

Activity - Professional development related to answer stems.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000 - Other	Rivera, Morgan

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency. This process will occur during PLC meetings and at set Faculty Meeting times.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders,Rivera, Morgan

Goal 2:

Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

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Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Goal 3:

By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Art & Humanities by 06/02/2017 as measured by evidence submitted and the average rating of the program review report..

Strategy1:

Arts and Humanities Instruction - All students have access to comprehensive standards-based instruction in Arts and Humanities.

Category:

Research Cited: Guskey, DuFour

Activity - Arts Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts and Humanities Program Review Committee will review the arts curriculum based on multiple indicators. The arts program will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Rivera, Heizer, Morgan

Activity - Special Events and Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to explore the arts curriculum in unique ways including community performances and events.	Community Engagement	09/03/2012	12/19/2017	\$9376 - Grant Funds	Stark, Morgan

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance of the Primary Program in English Language Arts by 06/02/2017 as measured by portfolio evidence submitted and the ratings of the Program Review Report..

Strategy1:

System of Interventions - The administrative team will continue to monitor and revise the system of interventions to ensure it is comprehensive and addresses accelerated learning, achievement gaps, highly effective instruction, readiness to learn, and student transitions.

Category:

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Research Cited: Fletcher, Vaughn

Activity - Universal Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000 - General Fund	Rivera, Teachers, Morgan

Activity - Tiered Intervention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention team will continue to monitor the effectiveness of the tiered intervention services offered in improving student outcomes. Teacher Professional Learning Communities will discuss ways to differentiate their classrooms to meet the needs of all students K-5.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Teachers

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Practical Living by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

Strategy1:

Practical Living and Career Studies Instruction - All students will have access to comprehensive standards-based instruction Practical Living and Career Studies.

Category:

Research Cited: Guskey, DuFour

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have equitable access to comprehensive health instruction both through their physical education classes and in the regular classroom. Teachers will learn how to access lesson plans, teaching resources, and other health related tools.	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Activity - Practical Living and Career Studies Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PL and CS Committee will review the curriculum based on multiple indicators . The curriculum will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Measurable Objective 4:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing to

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demonstrate school-wide proficiency in English Language Arts by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

Strategy1:

Writing Instruction - All students will have access to comprehensive standards-based instruction in Writing.

Category:

Research Cited: Guskey, DuFour

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development aimed at improving the quality and consistency of writing instruction across grade levels.	Professional Learning	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

Activity - Writing Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee will review the Writing curriculum based on multiple indicators. The Writing program will be revised to reflect the necessary changes	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

Goal 4:

Maintain a safe and supportive learning environment for all students.

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Strategy1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000 - District Funding	Arderly

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Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0 - No Funding Required	Knochenmus, Health Services

Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will establish a Student Response Team designed to repond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Overberg, Ardery

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

Goal 1:

Increase average combined reading and math proficiency K-Prep scores for all students from 60.2% in 2013 to 80.2% in 2019

Measurable Objective 1:

76% of Fifth grade students will demonstrate a proficiency on Common Core Standard assessment in Social Studies by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, 5th Grade Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - District Funding	Rivera, 5th Grade Teachers

Strategy2:

Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic

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Standards.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the state standards to improve student proficiency.	Professional Learning	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Teachers

Activity - Pine Mountain Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will attend a week long field trip to Pine Mountain Settlement School. They will participate in activities aligned to state standards to improve student proficiency. (Fundraisers)	Field Trip	03/11/2013	12/19/2017	\$14000 - Other	5th Grade Teachers

Measurable Objective 2:

A 5% increase of Fifth grade students will demonstrate a proficiency in writing from 56.9% in 2016 to 61.9% in 2017 in Writing by 10/06/2017 as measured by K-Prep.

Strategy1:

Attendance - Student attendance program to increase instructional time.

Category:

Research Cited: Payne

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0 - No Funding Required	Decker, Knochenmus

Strategy2:

Interventions - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

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Activity - Atherton & Able PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send designated teachers to this writing PD. These teacher leaders will bring back the professional practices related to this writing PD to the staff. These teacher leaders will provide professional development during Gold Days and designated faculty meetings to the certified staff. These learned writing strategies will be implemented in the classroom. Additional professional development on these strategies will be incorporated into summer 2017 professional development provided at the school level.	Professional Learning	09/01/2016	12/19/2017	\$500 - General Fund	Teacher leaders, Principal, Goal Clarity Coach

Activity - Writing A-Z	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in focus groups to receive instruction utilizing the Writing A-Z program to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - General Fund	Morgan

Strategy3:

Curriculum Alignment - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the State Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Members, Morgan

Measurable Objective 3:

A 5% increase of Fourth grade students will demonstrate a proficiency from 55.1% in 2016 to 60.1% in 2017 in Science by 10/06/2017 as measured by District Proficiency Assessment.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

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Field Elementary

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Andriot, Bowden, James

Strategy2:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins

Activity - Science A-Z	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive instruction utilizing the Science A-Z program which will be determined by their assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/16/2016	\$0 - General Fund	Bowden, Andriot, Morgan

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be placed in small focus groups for remediation based on their common assessment and Cascade data to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Bowden, Andriot, Morgan, James

Measurable Objective 4:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

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Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Rivera, Team Leaders, Morgan

Strategy2:

Intervention K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive regular Math interventions from a retired teacher as indicated by assessment results to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$4580 - State Funds \$3000 - State Funds	Rivera, Morgan

Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Morgan, Rivera

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will attend after school tutoring sessions. Targeted Math skills will be identified from student assessment data.(ESS)	Behavioral Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned a 45 minute to one hour "WIN" time. Students will meet with small groups for instruction and/or remediation in Math to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$20000 - General Fund	Certified Staff

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

Strategy3:

Parent Involvement and Attendance - Increase parent involvement and student attendance.

Category:

Research Cited: Payne

Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given the opportunity to complete the Comprehensive School Survey regarding school and district success.	Parent Involvement	01/11/2016	03/31/2017	\$0 - No Funding Required	Assistant Principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-Wide Family Math night will be held. Parents will be given tools, strategies, and materials to assist their children in Math.	Academic Support Program	08/19/2013	12/19/2017	\$250 - Other	Knochenmus

Activity - Report Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide report card grades and feedback comments to parents according to the district calendar.	Academic Support Program	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Communication with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will make phone calls or provide written materials regarding student learning progress. Teachers will provide weekly classroom newsletters outlining upcoming standards for ELA and Math as well as upcoming assessment information.	Parent Involvement	08/12/2015	12/19/2017	\$0 - No Funding Required	Certified Teachers, and Administrative staff

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance recognition signs will be posted outside each classroom to note perfect attendance days. Classes will be rewarded for reaching specific goals. The attendance committee will meet monthly to discuss attendance issues and plan next steps.	Other	08/19/2013	12/19/2017	\$0 - No Funding Required	Decker, Knochenmus

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Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide Literacy Night will be held to invite parents to interact with literacy strategies, materials, and media along with certified staff participation.	Parent Involvement	08/17/2015	12/19/2017	\$1000 - FRYSC	Knochenmus, Rivera

Strategy4:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Activity - Professional Development Related to Close Reading/ Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a complex text to improve student proficiency. Teacher's will receive professional development on the components of the Reading Block (Literacy).	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Stark, Team Leaders

Measurable Objective 5:

74% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep scores.

Strategy1:

Interventions K-5 - All K-5 students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Students struggling in either academics or behavior will be referred to the RTI team. The team will meet with the classroom teacher to analyze academics and/or behavior. The team will assist in assigning appropriate interventions. The team will track students progress to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Hill, Overberg

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Activity - Cascade Dashboard Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cascade results to plan instruction and assign students to interventions to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan, Rivera, Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive regular Study Island instruction to meet targeted skills to improve student proficiency to improve student proficiency.	Academic Support Program	08/19/2013	12/19/2017	\$0 - District Funding	Hill, Rivera

Activity - What I Need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities will analyze student assessment results to assign students to fluid "WIN" groups. Each grade level will be assigned 30 minutes of additional instructional support utilizing retired teachers/instructional assistants to meet the needs of students with small group instruction for remediation or enrichment in ELA standards.	Academic Support Program	09/05/2016	12/19/2017	\$20000 - General Fund	Morgan, Teachers, Instructional Assistants, Retired Teachers

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in the ESS program. The students will be assigned to reading focus groups as indicated by assessment data to improve student proficiency. (ESS)	Academic Support Program	08/19/2013	12/19/2017	\$500 - State Funds	Morgan, Stark

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive regular Reading intervention from a retired teacher utilizing the Reading Mastery program to improve student proficiency. (At-Risk, ESS)	Academic Support Program	08/19/2013	12/19/2017	\$8600 - State Funds	Rivera, Morgan, Teachers

Activity - Raz Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive daily Raz Kids instruction to meet their targeted needs to improve student proficiency.	Academic Support Program	09/07/2015	12/19/2017	\$3260 - General Fund	Team Leaders, Morgan

Strategy2:

Professional Learning Community - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category:

Research Cited: DuFour, Stiggins

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Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, team leaders, Morgan

Activity - Wikispace	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 PLC teams will post their work to the school wikispace. The wikispace will be viewed by all grade levels for vertical alignment.	Technology	08/19/2013	12/19/2017	\$0 - No Funding Required	Deb Rivera, Morgan, Team Leaders

Strategy3:

Align Curriculum - Teachers will engage in professional development and work in small groups to align curriculum to the Kentucky Core Academic Standards.

Category:

Research Cited: Kentucky Department of Education, Stiggins, DuFour

Activity - Professional development related to answer stems.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development. They will learn strategies to teach students how to locate information in a text to respond to short answer prompts to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$3000 - Other	Rivera, Morgan

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to unpack standards and write learning targets that align to the Kentucky Core Academic Standards to improve student proficiency. This process will occur during PLC meetings and at set Faculty Meeting times.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Team Leaders,Rivera, Morgan

Activity - Teacher professional development on text complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development. Teachers will learn the criteria to select text that is appropriate in complexity for language arts instruction to improve student proficiency.	Professional Learning	08/19/2013	12/19/2017	\$0 - No Funding Required	Morgan

Goal 2:

Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as SY 2016-2017

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measured by K-Prep.

Strategy1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention- K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, DuFour, Stiggins

Activity - Focus Groups- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000 - State Funds	Rivera, Morgan, Teachers, Instructional Assistants

Activity - Everyone Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0 - No Funding Required	Knochenmus

Measurable Objective 3:

59% of Fifth grade students will demonstrate a proficiency on Common State Standards in Social Studies by 10/06/2017 as measured by K-PREP.

Strategy1:

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Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups. Groups will be based on assessment data. Teacher selected materials and Study Island materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

Measurable Objective 4:

58% of Fifth grade students will demonstrate a proficiency on Common State Standards in English Language Arts by 10/03/2016 as measured by K-Prep.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction based on assessment results. Groups will be instructed utilizing teacher created materials and the writing A-Z program to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$1500 - General Fund	Rivera, Morgan

Measurable Objective 5:

47% of Fourth grade students will demonstrate a proficiency on Common State Standards in Science by 06/09/2017 as measured by District Proficiency Assessments.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups for intervention. Groups will be based on assessment data. Teacher selected materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

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Goal 3:

By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Art & Humanities by 06/02/2017 as measured by evidence submitted and the average rating of the program review report..

Strategy1:

Arts and Humanities Instruction - All students have access to comprehensive standards-based instruction in Arts and Humanities.

Category:

Research Cited: Guskey, DuFour

Activity - Special Events and Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to explore the arts curriculum in unique ways including community performances and events.	Community Engagement	09/03/2012	12/19/2017	\$9376 - Grant Funds	Stark, Morgan

Activity - Arts Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts and Humanities Program Review Committee will review the arts curriculum based on multiple indicators. The arts program will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Rivera, Heizer, Morgan

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance of the Primary Program in English Language Arts by 06/02/2017 as measured by portfolio evidence submitted and the ratings of the Program Review Report..

Strategy1:

System of Interventions - The administrative team will continue to monitor and revise the system of interventions to ensure it is comprehensive and addresses accelerated learning, achievement gaps, highly effective instruction, readiness to learn, and student transitions.

Category:

Research Cited: Fletcher, Vaughn

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Activity - Universal Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000 - General Fund	Rivera, Teachers, Morgan

Activity - Tiered Intervention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention team will continue to monitor the effectiveness of the tiered intervention services offered in improving student outcomes. Teacher Professional Learning Communities will discuss ways to differentiate their classrooms to meet the needs of all students K-5.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Teachers

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Practical Living by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

Strategy1:

Practical Living and Career Studies Instruction - All students will have access to comprehensive standards-based instruction Practical Living and Career Studies.

Category:

Research Cited: Guskey, DuFour

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have equitable access to comprehensive health instruction both through their physical education classes and in the regular classroom. Teachers will learn how to access lesson plans, teaching resources, and other health related tools.	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Activity - Practical Living and Career Studies Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PL and CS Committee will review the curriculum based on multiple indicators . The curriculum will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Measurable Objective 4:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing to demonstrate school-wide proficiency in English Language Arts by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

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Strategy1:

Writing Instruction - All students will have access to comprehensive standards-based instruction in Writing.

Category:

Research Cited: Guskey, DuFour

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development aimed at improving the quality and consistency of writing instruction across grade levels.	Professional Learning	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

Activity - Writing Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee will review the Writing curriculum based on multiple indicators. The Writing program will be revised to reflect the necessary changes	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

Goal 4:

Maintain a safe and supportive learning environment for all students.

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Strategy1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0 - No Funding Required	Knochenmus, Health Services

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000 - District Funding	Arderly

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Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will establish a Student Response Team designed to respond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Overberg, Ardery

Goal 5:

Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 20.2% in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 9.6% in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

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Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 3:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

Measurable Objective 4:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common State Standards in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model ..

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement of all gap groups from 45.1% in 2013 to 72.6% in 2019.

Measurable Objective 1:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in English Language Arts by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention- K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, DuFour, Stiggins

Activity - Everyone Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students identified by the DRA assessment will be paired with trained volunteers to work on basic reading skills and fluency to improve student proficiency.	Academic Support Program	08/20/2012	12/19/2017	\$0 - No Funding Required	Knochenmus

Activity - Focus Groups- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teachers and Instructional Assistants will instruct Reading focus groups. K-5 Students will be assigned based on common assessment and Cascade data. Reading Mastery will be utilized to improve student proficiency. (At-Risk)	Academic Support Program	08/21/2012	12/19/2017	\$3000 - State Funds	Rivera, Morgan, Teachers, Instructional Assistants

Measurable Objective 2:

47% of Fourth grade students will demonstrate a proficiency on Common State Standards in Science by 06/09/2017 as measured by District Proficiency Assessments.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

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Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups for intervention. Groups will be based on assessment data. Teacher selected materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

Measurable Objective 3:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common Core Standards in Mathematics by 10/06/2017 as measured by K-Prep.

Strategy1:

Intervention K-5 - K-5 Students will be assigned to interventions based on test results and student work analysis.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - What I Need Time- K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted K-5 students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 4:

58% of Fifth grade students will demonstrate a proficiency on Common State Standards in English Language Arts by 10/03/2016 as measured by K-Prep.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction based on assessment results. Groups will be instructed utilizing teacher created materials and the writing A-Z program to improve student proficiency.	Academic Support Program	08/21/2012	12/16/2016	\$1500 - General Fund	Rivera, Morgan

Measurable Objective 5:

59% of Fifth grade students will demonstrate a proficiency on Common State Standards in Social Studies by 10/06/2017 as measured by K-PREP.

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Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis.

Category:

Research Cited: Marzano, Stiggins, DuFour

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will be assigned to focus groups. Groups will be based on assessment data. Teacher selected materials and Study Island materials will be utilized to improve student proficiency.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan

Goal 2:

Maintain a safe and supportive learning environment for all students.

Measurable Objective 1:

collaborate to establish policies and procedures and to provide programs to establish a safe, supportive, and productive learning environment by 12/16/2016 as measured by stakeholder satisfaction on the JCPS Comprehensive School Survey and the TELL Survey.

Strategy1:

Removal of Barriers for Attendance - We will provide health services and monitoring to ensure that students are in compliance with with state and district regulations regarding health and attendance requirements.

Category:

Research Cited: Kentucky Cabinet for Health Services, 902 KAR 2:060

Activity - Health Screenings and Immunizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide free health screenings for all students to identify health issues and assist in meeting state requirements.	Other	09/10/2012	12/19/2017	\$0 - No Funding Required	Knochenmus, Health Services

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is supported by district funding for a full time Mental Health Counselor. This position will meet with students in groups and as individuals to provide support to students struggling with appropriate behaviors at school.	Behavioral Support Program	08/01/2016	12/19/2017	\$30000 - District Funding	Ardery

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Activity - Student Response Team/PBIS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will establish a Student Response Team designed to repond to behavior incidents in a way that minimizes loss of instructional time. PBIS supports will be in place to support teachers and the classroom environment.	Behavioral Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Stark, Overberg, Ardery

Goal 3:

Field Elementary will meet the 2019 delivery targets for GAP students scoring proficient/distinguished as measured by Unbridled Learning Accountability Model while implementing GAP Novice Reduction

Measurable Objective 1:

63% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of novice GAP students to 9.6% in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

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Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 3:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency to reduce the percentage of noive GAP students to 20.2% in Reading by 05/31/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Intervention - Students will be assigned to interventions based on test results and student work analysis

Category: Continuous Improvement

Research Cited: Mazano, Stiggins

Activity - What I need Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive remediation in key standards during regular What I Need Time. Fluid groups will be arranged based on data analysis of both common assessments and Cascade data to improve student proficiency.	Academic Support Program	08/31/2015	12/19/2017	\$0 - No Funding Required	Team Leaders, Rivera, Morgan

Measurable Objective 4:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Common State Standards in Mathematics by 05/31/2017 as measured by Unbridled Learning Accountability Model ..

Strategy1:

Professional Learning Communities - Teachers will work in professional learning communities to plan lessons, write learning targets, select instructional materials, analyze student work, and write common assessments.

Category: Professional Learning & Support

Research Cited: DuFour, Stiggins

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams. They will unpack standards, write common formative and summative assessments, write student learning targets, analyze students work and plan intervention groups to improve student proficiency.	Professional Learning	08/31/2015	12/19/2017	\$0 - No Funding Required	All certified teachers, Morgan, Rivera

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

By 2017, attain the average Program Review rating of 3.0/Proficient in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, Primary Program, and World Languages

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance of the Primary Program in English Language Arts by 06/02/2017 as measured by portfolio evidence submitted and the ratings of the Program Review Report..

Strategy1:

System of Interventions - The administrative team will continue to monitor and revise the system of interventions to ensure it is comprehensive and addresses accelerated learning, achievement gaps, highly effective instruction, readiness to learn, and student transitions.

Category:

Research Cited: Fletcher, Vaughn

Activity - Universal Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will go through a universal screening process to determine their readiness for grade level KCAS instruction. Screenings will consist of the Brigance (Kindergarten), DRA, or district diagnostic assessments.	Academic Support Program	08/21/2012	12/19/2017	\$1000 - General Fund	Rivera, Teachers, Morgan

Activity - Tiered Intervention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention team will continue to monitor the effectiveness of the tiered intervention services offered in improving student outcomes. Teacher Professional Learning Communities will discuss ways to differentiate their classrooms to meet the needs of all students K-5.	Academic Support Program	08/21/2012	12/19/2017	\$0 - No Funding Required	Rivera, Morgan, Teachers

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Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Practical Living by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

Strategy1:

Practical Living and Career Studies Instruction - All students will have access to comprehensive standards-based instruction Practical Living and Career Studies.

Category:

Research Cited: Guskey, DuFour

Activity - Practical Living and Career Studies Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PL and CS Committee will review the curriculum based on multiple indicators . The curriculum will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have equitable access to comprehensive health instruction both through their physical education classes and in the regular classroom. Teachers will learn how to access lesson plans, teaching resources, and other health related tools.	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Johnson, Rivera

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance that demonstrates a school-wide average proficiency in Art & Humanities by 06/02/2017 as measured by evidence submitted and the average rating of the program review report..

Strategy1:

Arts and Humanities Instruction - All students have access to comprehensive standards-based instruction in Arts and Humanities.

Category:

Research Cited: Guskey, DuFour

Activity - Special Events and Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to explore the arts curriculum in unique ways including community performances and events.	Community Engagement	09/03/2012	12/19/2017	\$9376 - Grant Funds	Stark, Morgan

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Activity - Arts Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts and Humanities Program Review Committee will review the arts curriculum based on multiple indicators. The arts program will be revised to reflect the necessary changes.	Other	09/03/2012	12/19/2017	\$0 - No Funding Required	Rivera, Heizer, Morgan

Measurable Objective 4:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing to demonstrate school-wide proficiency in English Language Arts by 06/02/2017 as measured by evidence submitted and the ratings of the Program Review Report..

Strategy1:

Writing Instruction - All students will have access to comprehensive standards-based instruction in Writing.

Category:

Research Cited: Guskey, DuFour

Activity - Writing Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee will review the Writing curriculum based on multiple indicators. The Writing program will be revised to reflect the necessary changes	Academic Support Program	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development aimed at improving the quality and consistency of writing instruction across grade levels.	Professional Learning	09/03/2012	12/19/2017	\$0 - No Funding Required	Morgan, Rivera

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?

Field's student body is diverse because many parents have moved to our neighborhood to attend the Southern Baptist Theological and the Louisville Presbyterian Theological Seminaries. Field has the honor of educating not only children of parents who grew up in the community, but also students from towns and cities throughout the United States and around the world. Field Elementary rests in the heart of Crescent Hill, and has earned a reputation as a school where students soar, parents participate, and neighbors lend a helping hand. The Parent Teacher Association here at Field is highly active and works closely with school staff and community members.

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.

Field Elementary challenges students to discover their talents. Students at Field follow a rigorous curriculum that includes not only reading, writing, math, science, and social studies but also physical education, art, music, computer technology, Chinese, reader's theatre, and guidance lessons. For gifted students in grades 4 and 5, we also offer challenging courses through the Advanced Program. We are proud to be a professional learning community. Teachers work together to plan instruction, enrichment, and interventions to meet student's individual needs during daily WIN (What I Need) time. We offer before and after school child care through the YMCA. We maintain a family resource center. Field offers many extra-curricular activities such as academic team, basketball teams, cheerleading team, chess club, choir club, cross country team, drama club, cross country, girls on the run, math club, scouting, and soccer.

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.

We are pleased with the recognition we have received from the governor's office, the Kentucky Department of Education, Jefferson County Public Schools, and the Prichard Committee for Academic Excellence. Field was nationally recognized as a Blue Ribbon School in 2006. Field is striving to achieve higher levels of student proficiency and close the achievement gap for all students. Scores on the state KPrep Assessment have increased significantly from 13th percentile in the state in 2011 to the 95th percentile in the state in 2015. For 2016, Field is currently identified as a Distinguished School by KDE.

Additional Information

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

Field Elementary is one of thirteen Jefferson County Public Schools to be selected as a Professional Learning Community pilot school. Teachers work in teams to determine what students should know and be able to do and what we will do to intervene for students who do not. Teachers analyze student work to determine misconceptions and next steps for instruction based on the common core national standards.