



# **Comprehensive School Improvement Plan**

## **Indian Trail Elementary Jefferson County**

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# TABLE OF CONTENTS

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

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

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

## **Phase I - The Missing Piece**

Introduction.....	36
-------------------	----

Stakeholders.....	37
-------------------	----

Relationship Building.....	38
----------------------------	----

Communications.....	39
---------------------	----

Decision Making.....	41
----------------------	----

Advocacy.....	43
---------------	----

Learning Opportunities.....	44
-----------------------------	----

Community Partnerships.....	45
-----------------------------	----

Reflection.....	46
-----------------	----

Report Summary.....	47
---------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction.....	49
-------------------	----

Improvement Planning Process.....	50
-----------------------------------	----

## **Phase I - Needs Assessment**

Introduction.....	52
Data Analysis.....	53
Areas of Strengths.....	54
Opportunities for Improvement.....	56
Conclusion.....	57

## **Indian Trail 2016- 2017 Plan for Comprehensive School Improvement Plan old**

Overview.....	59
Goals Summary.....	60
Goal 1: Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.1% to 66.55% by 2019.....	61
Goal 2: Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary School from 36.4% in 2016 to 66.6% in 2019. Increase the Math K-PREP scores for gap student attending Indian Trail Elementary School from 29% in 2016 to 66.5% in 2019.....	65
Goal 3: On the 2016-2017 Program Reviews Indian Trail Elementary School will score at least Proficient on at least three of the four Program Reviews.....	67
Goal 4: Indian Trail Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first 3 years of implementation will be used to set targets for the 2016-2017 School year.....	70
Goal 5: Culture and Climate: Based on the TELL Survey, the percentage of teachers agreeing that students follow the school rules of conduct will increase from 79.3% to 90% by 2019.....	71
Goal 6: Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.....	71
Goal 7: Decrease the number of Novice students in reading and math attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.....	73
Activity Summary by Funding Source.....	75

## **Phase II - KDE Assurances - Schools**

Introduction.....	84
-------------------	----

Assurances..... 85

**Phase II - KDE Compliance and Accountability - Schools**

Introduction..... 91

Planning and Accountability Requirements..... 92

**Executive Summary**

Introduction..... 113

Description of the School..... 114

School's Purpose..... 115

Notable Achievements and Areas of Improvement..... 116

Additional Information ..... 117

## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Indian Trail School Equity Diagnostic 16-17

**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.**

On 11/09/16 members meet to analyze data in order to determine barriers to achieve equitable access to effective educators according to district data. PGES data shows that our teachers are effective. The district score is 89% exemplary or accomplished and the state is 93%. We have seen a growth in teacher reflection and focus.

**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.**

Some identified barriers are:

- Large class sizes in primary
- Number of ESL students (especially the concentration in kindergarten)
- Number of new teachers
- Faculty/Staff understanding of Common Core State Standards
- Number of Free & Reduced Lunch

Some sources of data that were used to determine barriers were:

- TELL Survey Results
- School Report Card
- Class counts
- JCPS Equitable Access Diagnostic report



## Comprehensive School Improvement Plan

Indian Trail Elementary

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Indian Trail 2016-2017 School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

### Goal 1:

Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.10% to 66.55% by 2019.

### Measurable Objective 1:

demonstrate a proficiency by June of 2017. Indian Trail Elementary School will increase the average combined Reading and Math K-prep scores to 46.92% by 06/15/2017 as measured by the reading and math K-PREP scores in the Spring of 2017..

### Strategy1:

Non-academic Supports - Students will receive support in non-academic areas such as school safety, discipline, attendance, and student social, emotional, and health needs that impact student achievement.

Category:

Research Cited: SB168

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Parental Communication and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school website, powered by echalk, as well as OneCallNow is used by teachers to communicate class activities and information to families and the community. The school administrative staff uses the website and OneCallNow to share information about the school, programs, etc. that pertains to all students. The school also publishes a monthly newsletter which is sent home the beginning of each month providing pertinent information regarding upcoming programs. Parents are provided opportunities to give feedback and input to the school through parent/teacher conferences and the Comprehensive School Survey. Parents are also given the opportunity to meet with administration and staff members during designated Principal/Parent Nights given 5 times per year.	Community Engagement	08/10/2016	06/15/2017	\$1000 - Title I Schoolwide	Principal, Assistant Principal, School Technology Coordinator, Magnet Coordinator, School Secretary, Counselor

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student absences and tardies affect academic achievement. The school based attendance committee meets monthly to identify students at-risk with excessive absences and tardies. The committee provides interventions in the form of home visits, phone calls and letters. Efforts are made to encourage students to be on time and attend school daily. Indian Trail has a very comprehensive Attendance Plan which is intentional with the focus of increasing student attendance to include the lessening of students being tardy.	Other	08/12/2015	05/30/2016	\$0 - No Funding Required	Assistant Principal, District School Social Worker, Counselor, Family Resource Coordinator, Attendance Clerk.

Activity - Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Success Coach provides ongoing behavior supports through small focus groups and individualized student goal setting. The School Security Guard is an additional behavior support and both the Success Coach and the Security Guard are on the Student Response Team that is school wide. The school has a Student Response Team that is very diversity in grades levels, age and abilities. We also have a designated Response to Intervention building coordinator who tracks various behaviors that teachers report of students as well as supports for interventions and accommodations.	Behavioral Support Program	08/10/2016	06/15/2017	\$0 - District Funding	Student Success Coach & School Security Guard

Activity - Health Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school based nurse provides instruction for primary grade students. She communicates with families regarding immunizations, health records, medications, and medical issues. She provides health care services to students in need.	Other	08/10/2016	06/15/2017	\$0 - District Funding	School based nurse

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Second Steps Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Second Steps Behavior Program is used in Kindergarten through 5th grade to provide a comprehensive social skills program to all students. Students receive weekly lessons and then implement the skills/strategies taught daily. All staff members are assigned to specific groups of students to develop positive adult-student relationships so every child is known by at least one adult.	Behavioral Support Program	08/10/2016	06/15/2017	\$0 - General Fund	All school staff

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center coordinates the Fresh Fruit and Vegetable program. They facilitate the Every 1 Reads More mentoring program along with other programs that provide tutors and mentors. The FRC facilitates Seven Counties services for students which is school based three days per week. The Y5210 fitness program provided by the YMCA is facilitated by the FRC. They schedule community resources to come into the school to provide support services and educational services to students such as; vision and hearing screening, Galen nurses, UofL Dental program, resident physicians, physical best testing, Health Promotion School of Excellence. These services are funded through grants and not through our school. The Family Resource Center sends home a monthly FRC newsletter containing information stating where families can access supports for housing/food/medical needs.	Community Engagement	07/20/2016	06/15/2017	\$0 - No Funding Required	Family Resource Coordinator

### Strategy2:

Academic Interventions and Enrichments - Students are identified based on formative assessments, district proficiency assessments, classroom assessments, and Diagnostic Reading Assessments. Learning activities are individualized for each student to support achievement of expectations. Interventions and Enrichment are provided using effective and varied instructional practices.

Category: Continuous Improvement

Research Cited: Research based programs are used to improve and enhance student achievement. (Marzano, SuccessMaker, Study Island, Journeys, Envisions etc.)

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Success Coach will provide additional KCAS aligned instruction to identified students in first through fifth grades. Instruction is provided by an Instructor III and other teaching assistants as well as certified teachers. Students receive instruction 2 - 4 days per week. (SB168)	Academic Support Program	08/10/2016	06/15/2017	\$15000 - Grant Funds	Principal, Assistant Principal, Goal Clarity Coach Success Coach, Interventionist, teaching assistants, certified teachers

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school ESS provides additional KCAS aligned instruction to identified students in the content areas of math and reading. Instruction is provided by certified teachers after school one day a week. (SB168)	Academic Support Program	08/12/2015	05/30/2016	\$3393 - State Funds	Principal, Coordinator Extended School Services, RTI Team Lead

Activity - Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as gifted learners according to primary talent pool or advanced program guidelines will be provided enrichment support activities differentiated to their individual needs. Classroom teachers will use ongoing assessment data to provide unique learning experiences for continued growth and achievement.	Academic Support Program	08/10/2016	06/15/2017	\$0 - General Fund	Classroom Teachers, Counselor

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly basis based on reading and math diagnostic data. (SB168)	Academic Support Program	08/10/2016	06/15/2017	\$50000 - General Fund	Classroom Teachers, Instructional Assistants, Goal Clarity Coach, Success Coach

### Strategy3:

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	06/15/2017	\$20 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs meet weekly in grade groups to analyze district student data, common formative assessments and to determine next steps for students. PLC groups will meet for embedded PD as needed. During PLCs, teachers plan challenging and equitable opportunities for all students and identify individualized support for each student. Teachers will use data to name and claim students for focus groups. Consultancy visit geared toward school math big block with two district assistant superintendents, math specialists and ETC.	Academic Support Program	08/10/2016	06/15/2017	\$2000 - General Fund	Administrative team, Classroom teachers, LBD Resource teachers, Goal Clarity Coach

Activity - Student mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified staff members, both certified and classified, will have student "Amigos" from the 3rd grade that they mentor, tutor, and/or check on their emotional well being.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Identified staff both certified and classified

## Strategy4:

21st Century Skills - Teachers, instructional assistants and students will use 21st century technology to enhance student learning and success.

Category:

Research Cited: The use of technology will enable students to compete in a global economy. (Marzano)

Activity - Universal Design Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers are attending ongoing UDL professional development sessions where the focus is on meeting the challenge of diversity by providing flexible instructional strategies and materials to help differentiate instruction to meet the varied needs of students. (SB168)	Professional Learning	08/10/2016	04/25/2017	\$0 - District Funding	Debbie Schuler, Classroom Teacher

Activity - Universal Design for Learning for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2016	12/16/2016	\$12500 - Title I Schoolwide \$4000 - General Fund	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach 21st century skills using a variety of tools, programs and online programs. Teachers will collaborate with each other and LBD Resource teachers to differentiate learning targets and support the writing goals of the school. This will enhance critical thinking skills and prepare students with 21st Century skills. Eg. Publishing, spread sheets, PowerPoint, Word, Publisher, Xtra Math, online sessions using Journeys & Envisions, Accelerated Readers, SmartBoards, iPad Apps. Funding through General budget, Title I and Section 7.	Technology	08/10/2016	06/15/2017	\$2000 - Title I Schoolwide	Teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator/STC, Counselor

### Strategy5:

School Safety and Climate - Provides for a safe environment for staff to work and students to learn.

Category:

Research Cited:

Best Practices, students perform better when their health and safety needs are met. (SB168)

Activity - Tracking non-academic data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Climate and Safety Committee's focus is to support the behavioral, emotional, and academic needs of our students. Discipline referrals and attendance data are collected monthly and analyzed with plans for next steps in order to support academic achievement. In addition, Rtl data is reviewed every 6 weeks to make adjustments in student individual plans as well as cascade and infinite campus when needed.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Rtl Team, Counselor, School Response Team

Activity - Crisis Prevention and Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Counselor will attend professional development on how to prevent and respond to a crisis situation and provide training and support to the staff and students.	Other	08/12/2015	05/30/2016	\$500 - General Fund	Counselor, Assistant Principal & School Security Guard

Activity - Safe Crisis Management Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Assistant Principal, Counselor, FRC Coordinator, Special Education Teachers, Student Success Coach, Goal Clarity Coach, School Security Guard, and some classroom teachers are trained in Safe Crisis Management.	Behavioral Support Program	08/12/2015	05/30/2016	\$0 - District Funding	Principal, Assistant Principal, Counselor, FRC Coordinator, District Resource Teacher, Special Education Teachers, Student Success Coach, School Security Guard and Goal Clarity Coach.

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are recognized for their academic achievement, attendance, behavior and citizenship each grading period. We also recognize a Hometown Hero (citizenship) for displaying behaviors that are examples of being a good citizen. K-PREP recognition of proficient and distinguished students as well as those making progress in math and reading.	Other	08/12/2015	05/30/2016	\$5000 - Other	Assistant Principal, Counselor, Magnet Coordinator, Family Resource Center Coordinator, Goal Clarity Coach, Safety & Climate Committee

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school Safety and Climate committee has procedures in place in the event of an emergency. Staff and students practice safety drills on a routine basis. These include shelter-in-place and evacuation procedures eg. fire drills, disaster drills, intruder drills, earthquake drills.	Policy and Process	08/12/2015	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Family Resource Center Coordinator, Safety Climate Committee

Activity - Student Response Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will implement the Student Response Team Plan in the event of a student displaying disruptive behavior impacting student achievement.	Behavioral Support Program	08/12/2015	05/30/2016	\$2000 - General Fund	Principal, Assistant Principal, Counselor, Student Success Coach, Family Resource Center Coordinator, Magnet Coordinator, Goal Clarity Coach, Special Education Teachers, School SRT Case Managers, additional Staff trained in SCM.

### Strategy6:

Family Nights - Family Nights promote parent involvement in student achievement.

Category:

Research Cited: Family involvement in education promotes higher student achievement.

Activity - MicroSociety Bring Your Parent to Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MicroSociety "Bring Your Parent to Work" Family Night allows families to come and participate in the MicroSociety Magnet Program. Students explain/show their families skills used in their jobs and how the standards they are learning in math and English/language arts are incorporated in their job. During this family night, students use their speaking and listening skills along with their math and English language arts skills. This activity supports College and Career Readiness for gap students. Dinner is provided for families using Title I funds. (Program Review)	Parent Involvement	11/09/2016	11/09/2016	\$850 - Title I Schoolwide	MicroSociety Magnet Coordinator, Family Resource Center Coordinator, Principal, Assistant Principal, Goal Clarity Coach, and Teachers

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Family Fitness/Literacy& Social Studies Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family involvement including nutrition and fitness activities. Health screening will be provided for adults. A healthy meal will be provided and a guest speaker from JCPS nutritional services. The Fitness/Literacy Night provides an opportunity for parents to come and participate in the types of Fitness and Literacy activities students are learning and performing in their classrooms. Students will assist in the presentation of activities and involve the families while participating in activities. Dinner is provided by Title I parent funds. Family nights also provide parental support for assistance at home, strengthening the school to home partnership. Activities are in alignment with Program Review in the area of Practical Living and Health. Parents will be asked to complete a survey providing feedback which will be used to plan future family nights.	Parent Involvement	12/05/2016	12/05/2016	\$850 - Title I Schoolwide	Family Resource Center Coordinator, Classroom Teachers, Principal, Assistant Principal, Counselor, Goal Clarity Coach

## Goal 2:

Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary school from 36.2% in 2016 to 66.6% in 2019.

## Measurable Objective 1:

demonstrate a proficiency in reading by 06/15/2017 as measured by increased K-PREP achievement in reading scores. The overall achievement of gap students will increase by 10.13%.

## Strategy1:

Providing effective and varied instructional practices - The principal, assistant principal, magnet coordinator, Goal Clarity Coach, ECE teachers, classroom teachers, and support staff will implement and monitor best practice instructional practices.

Category:

Research Cited: All staff is has been trained in the use of effective instruction and strategies to be used.

Activity - DRA2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRA will be administered twice a year, once in the fall and then at the end of the school year.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom teachers, Goal Clarity Coach, LBD Resource Teachers

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Classroom teachers will administer a running record to Tier 3 students at least once every six weeks. Teachers will administer a running record to Tier II students twice a month. Teachers will administer a running record to Tier III students on a weekly basis. Parents will be notified at least once per grading period if their child is reading below grade level. Data will be recorded and monitored by the administration/ leadership team.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	K-2 Classroom teachers, Special Education teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator



# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade reading teachers will implement the Journey's Reading Program as their core program and supplement using a variety of KCAS support resources as evidenced by lesson plans, walk throughs, student work, etc.	Academic Support Program	08/10/2016	12/16/2016	\$23000 - General Fund	Reading Teachers K-5th grades, Special Education teachers, Goal Clarity Coach, Interventionist, Instructional Assistants

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will promote the Accelerated Reader Program to students and encourage more students to participate. The impact is measured through student goal setting in homerooms and in MicroSociety ventures and agencies. Funds will be used to purchase additional AR books, prizes and certificates.	Academic Support Program	08/10/2016	06/15/2017	\$7942 - General Fund	Classroom Teachers, Magnet Coordinator, Family Resource Coordinator, Librarian

Activity - English/Language Arts PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA professional development sessions are aligned with literacy for KCAS and integrated throughout all content areas and based on the needs of the teachers, staff and students. Professional Development sessions may include using discourse to increase student achievement, on-demand writing, accelerated reader, e-chalk, MicroSociety aligned with KCAS, understanding common core standards, reading and writing unit planning, assessment building, cultural competency and science and literacy. Additional professional development sessions may be added as the need arises.	Professional Learning	08/10/2016	06/15/2017	\$1100 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

## Strategy2:

Professional Learning Communities - Grade level PLCs meet weekly to focus on student learning. They regularly analyze student reading data based on common assessments targeting reading KCAS and plan next steps for instructional adjustments. The administration team participates in all grade level PLCs to ensure the curriculum and learning experiences are horizontally and vertically aligned to KCAS in all content areas. PLCs plan learning activities that are individualized for each student to support achievement of expectations.

A variety of effective instructional practices are planned to meet individual student needs and are monitored through PLC work.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers meet weekly for PLC job embedded professional learning for continuous growth to increase student achievement in KCAS for reading. Grade level PLCs will analyze district reading diagnostic and proficiency assessments to plan next steps for instruction and interventions. Using student achievement data, administration and teachers identify areas of need for professional learning.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Goal Clarity Coach, Principal, Assistant Principal

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Phase 2 PLC Project for Title I Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Goal Clarity Coach and additional staff will participate in on-going professional development provided by the Dufour's and Solution Tree on using PLCs to transform school culture.	Professional Learning	08/10/2016	06/15/2017	\$1138 - General Fund	Goal Clarity Coach, Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for literacy common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Grade level classroom teachers, Special Education teachers, Goal Clarity Coach, Principal, Assistant Principal

## Goal 3:

Increase the Math K-PREP scores for gap students attending Indian Trail Elementary School from 46.4% in 2015 to 66.5% in 2019.

## Measurable Objective 1:

demonstrate a proficiency in K-PREP math scores of gap students by 06/01/2016 as measured by an increase of 16.3%.

## Strategy1:

Providing effective and varied instructional practices - The principal, assistant principal, magnet coordinator, Goal Clarity Coach, ECE teachers, classroom teachers, and support staff will implement and monitor best practice instructional practices.

Category:

Research Cited: All staff is has been trained in the use of effective instruction and strategies to be used.

Activity - Small Groups and Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small focus group instruction based on data analysis of formative and summative assessments while all students participate in math instruction centers.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Instructional Assistants

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school Goal Clarity Coach provides differentiated instruction to small groups of students based on district math diagnostic and proficiency assessments. Students are identified and groups formed for 3rd, 4th, 5th grades after assessments are analyzed. Students are reassessed on skills and regrouped based on needs.	Academic Support Program	08/10/2016	12/16/2016	\$0 - No Funding Required	Goal Clarity Coach

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Envisions Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Envisions Math as the core program and supplement using a variety of KCAS support resources as evidenced by lesson plans, walk throughs, student work, etc.	Academic Support Program	08/10/2016	06/15/2017	\$24000 - General Fund	Classroom Teachers, ECE Teachers, Goal Clarity Coach

Activity - Student Support through Volunteer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteers read with students in 3rd and 4th grades. Student groups are created by classroom teachers based on assessment data.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Family Resource Center, Classroom Teachers

### Strategy2:

Professional Learning Communities - Grade level PLCs meet weekly to focus on student learning. They regularly analyze student math data based on common assessments targeting math KCAS and plan next steps for instructional adjustments. The administration team participates in all grade level PLCs to ensure the curriculum and learning experiences are horizontally and vertically aligned to KCAS in all content areas. PLCs plan learning activities that are individualized for each student to support achievement of expectations.

A variety of effective instructional practices are planned to meet individual student needs and are monitored through PLC work.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Phase 2 PLC Project for Title I Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Goal Clarity Coach and additional staff will participate in on-going professional development provided by the Dufour's and Solution Tree on using PLCs to transform school culture.	Professional Learning	08/10/2016	06/15/2017	\$0 - District Funding	Goal Clarity Coach, Principal, and Assistant Principal

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers meet weekly for PLC job embedded professional learning for continuous growth to increase student achievement in KCAS for math. Grade level PLCs will analyze district math diagnostic and proficiency assessments to plan next steps for instruction and interventions. Using student achievement data, administration and teachers identify areas of need for professional learning. We have developed a 30-60-90 day plan to focus administration and teachers on student growth and achievement.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, LBD Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for math common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom teachers, ECE teachers, Goal Clarity Coach, Principal, Assistant Principal

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Goal 4:

Increase the Reading K-PREP scores for Special Education gap students attending Indian Trail Elementary school from 17.9% in 2015 to 54.2% in 2019.

### Measurable Objective 1:

demonstrate a proficiency in reading scores of ECE gap students by 06/15/2017 as measured by an increase of 12.1%.

### Strategy1:

Collaboration1 - ECE teachers collaborate with regular education teachers to promote academic achievement. In addition to weekly opportunities for teachers to collaborate during common planning time. Instructional adjustments are made collaboratively for individual students.

Category: Continuous Improvement

Research Cited: ECE collaboration increases student achievement.

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers collaborate and plan with regular education classroom teachers. The ECE teacher modifies lessons, differentiates instruction for individual students based on their IEP.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ECE teachers, Regular Education Teachers

Activity - Disaggregated Data Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The goal clarity coach will create and maintain student data folders by homeroom to identify and track student progress on a variety of formative and summative school based and district assessments.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Goal Clarity Coach

Activity - Social Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers plan and facilitate social skills lessons which will increase positive behaviors and provide students with strategies to handle various situations.	Behavioral Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ECE Teachers

### Strategy2:

Differentiated Instruction - Students will receive differentiated instruction based on their individual education plans.

Category:

Research Cited: SB168

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive differentiated instruction and learn strategies that will promote grade level reading comprehension. A variety of materials are used to support differentiated instruction such as Journeys Reading Program, Journeys Rtl materials and leveled reading groups.	Academic Support Program	08/12/2015	06/01/2016	\$0 - General Fund	ECE Teachers and Instructional Assistants

### Goal 5:

Increase the Math K-PREP scores for ECE gap students attending Indian Trail Elementary School from 14.30% in 2015 to 53.2% in 2019.

### Measurable Objective 1:

demonstrate a proficiency in overall achievement of ECE gap students by 06/15/2017 as measured by an increase of 12.97%..

### Strategy1:

Differentiated Instruction - Students received differentiated instruction based on their individual education plans.

Category:

Research Cited: SB168

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During small group, students are taught to use manipulatives to achieve their math goals. Students are taught scaffolding strategies from math learned in previous grades.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	LBD Resource Teachers, Instructional Assistants

### Goal 6:

Increase the combined Reading and Math K-PREP scores for African American gap students attending Indian Trail Elementary School from 28.40% in 2015 to 64.70% in 2019.

### Measurable Objective 1:

demonstrate a proficiency by 06/03/2019 as measured by K-PREP reading scores of African American gap students by an increase of 12.10% and K-PREP math scores of African American Gap Students by an increase of 12.10% each year between 2016 and 2019..

### Strategy1:

Extended School Services - African American students scoring Novice/Apprentice as indicated in prior assessments will be assigned to work with the ESS teacher.

Category:

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified African American students in grades 3, 4 and 5 scoring novice/apprentice on reading assessments will receive small group instruction using components of the Journeys Reading Program, and Journeys Intervention resources.	Academic Support Program	08/10/2016	06/15/2017	\$0 - General Fund	Principal, Goal Clarity Coach, Reading Interventionist, Classroom Teachers

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified African American students scoring novice/apprentice in a variety of reading and/or math assessments will be asked to participate in the after school extended school services program.	Academic Support Program	08/10/2016	06/15/2017	\$12000 - State Funds	Principal, Extended School Services Coordinator, RTI Lead

### Strategy2:

Professional Development - Teachers and staff are sensitive to the needs of the different cultures represented by our student population.

Category:

Research Cited:

Activity - Cultural Comptency Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Articles and excerpts from books regarding African American student will be shared via emails, staff meetings, etc. and collegial conversations will be encouraged during PLCs.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Goal Clarity Coach, Principal, and Assistant Principal

Activity - Cultural Competency Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will view and participate in the district provided Cultural Competency Video during the month of August 2016	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal

### Goal 7:

On the 2016-2017 Program Reviews Indian Trail Elementary School will score at least Proficient on at least three of the four Program Reviews.

### Measurable Objective 1:

collaborate to score Proficient on the K-3 Primary Program Review by 06/15/2017 as measured by the KDE K-3 Primary Program Review rubric .

### Strategy1:

K-3 Primary Program - Through a collaborative effort, the primary teachers will review the K-3 Primary Program Review rubric and provide feedback to identify areas of improvement.

Category:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will participate in content specific professional development based on student needs and actively participate in PLCs to address student needs.	Professional Learning	08/10/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Classroom Teachers, LBD Resource Teachers

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate in PLCs to create and analyze common assessments and plan future instruction based on student needs. Teachers use a variety of developmentally appropriate assessment methods such as Brigance, running records, DRA2, and district diagnostic and proficiency assessments.  Teachers also provide unit assessments and teacher-made benchmark assessments throughout units of study based on learning targets.	Academic Support Program	08/10/2016	12/16/2016	\$0 - No Funding Required	All K-3 Primary Classroom Teachers, ECE Teachers, Goal Clarity Coach

### Measurable Objective 2:

collaborate to score Proficient on the Practical Living/Career Studies Program Review by 06/15/2017 as measured by the KDE Practical Living/Career Studies Program Review rubric .

### Strategy1:

Practical Living Needs - During the Program Review process, the school Practical Living program was reviewed and areas for improvement were found.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practical Living teacher will participate in content specific professional development based on student needs and actively participate in Practical Living PLCs to address student needs.	Professional Learning	08/10/2016	12/16/2016	\$0 - No Funding Required	Practical Living Teacher

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in all health education content areas and differentiated by grade levels provided by the school nurse. Health Teacher.com will be used by K-5th grade teachers as a resource to help integrate health education concepts with ELA KCAS.	Academic Support Program	08/10/2016	12/16/2016	\$0 - No Funding Required	Practical Living Teacher, Classroom Teachers, LBD Resource Teachers, Family Resource Coordinator

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Indian Trail will have a Wellness Policy which addresses minimum amounts of required extended P.E. This supports having a full-time PE/Practical Living teacher. All teachers will document extended structured PE activities in their lesson plans.	Academic Support Program	08/10/2016	12/16/2016	\$62000 - General Fund	Principal, Assistant Principal, PE/Practical Living Teacher, Classroom Teachers

### Measurable Objective 3:

collaborate to score Proficient on the Arts and Humanities Program Review by 06/01/2015 as measured by the KDE Arts and Humanities Program Review rubric .

### Strategy1:

Arts & Humanities Needs - During the Program Review process, the school Arts & Humanities program was reviewed and areas for improvement were found.

Category:

Research Cited:

Activity - K-5 Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities teacher will collaborate with K-5 classroom teachers and ECE teachers by providing embedded professional development on incorporating arts & humanities concepts into their classroom instruction.	Professional Learning	08/10/2016	12/16/2016	\$0 - General Fund	Arts & Humanities Teacher

Activity - In-Depth Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities Program Review Committee will meet 3 times during the 2014-2015 school year to identify and implement strategies to move from Needs Improvement to Proficient for 3 indicators.	Professional Learning	08/10/2016	06/15/2017	\$800 - General Fund	Arts & Humanities Teacher, Goal Clarity Coach, Arts & Humanities Program Review Committee

Activity - Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SBDM council will implement a policy to ensure that discipline based arts instruction is part of the school curriculum and arts concepts are taught throughout the school and across the curriculum.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, SBDM, Arts & Humanities Teacher



## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teacher will participate in content specific professional development based on student needs and actively participate in Arts & Humanities PLCs to address student needs.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Arts & Humanities Teacher

### Measurable Objective 4:

collaborate to score Proficient on the Writing Program Review by 06/15/2017 as measured by the KDE Writing Program Review rubric .

### Strategy1:

Writing Needs - During the Program Review process, the school writing program was reviewed and areas for improvement were found.

Category:

Research Cited:

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in writing professional development opportunities that focus on research based best practices. These opportunities will be based on student data and teacher professional growth plans and will integrate KCAS for Reading and Writing.	Professional Learning	08/10/2016	12/16/2016	\$0 - No Funding Required	Goal Clarity Coach

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will research information around a topic to demonstrate new understanding through products and demonstrate media literacy through regular use of technological use of tools, resources and applications in reading, writing, speaking, listening and language use to use communication goals.	Academic Support Program	08/10/2016	12/16/2016	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Special Area Teachers

### Goal 8:

66% of students at Indian Trail Elementary School will score proficient in the area of Science by 2019.

### Measurable Objective 1:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in state standards in Science by 06/01/2015 as measured by K-PREP.

### Strategy1:

Earth Day - This school wide activity will solidify the science Green Living family night and student learning.

Category:

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Earth Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students rotate through various environmental stations. Community partners provide resources to engage all students in core content relevant activities.	Academic Support Program	04/21/2017	04/21/2017	\$0 - No Funding Required	Family Resource Center Coordinator, Theresa Volquardson.

### Strategy2:

Professional Development - Teachers attend professional development sessions

Category:

Research Cited:

Activity - Kentucky Department of Education Mathematics and Science Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The project will be organized around Energy Strand questions. Teachers will participate in four days of professional development focused on the process for a curriculum topic study. Participants will also attend school based year long PLCs to implement energy NGSS components. This partnership is a district funded grant.	Professional Learning	08/10/2016	12/16/2016	\$0 - Other	JoAnn Byrd, Debbie Schuler, Kristel Jammeh, Christa Elledge

Activity - Next Generation Science Standards Transition PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend school based and district level science professional development sessions as provided for upcoming science standards using district curriculum maps and instructional units.	Professional Learning	08/10/2016	12/16/2016	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Goal Clarity Coach

### Goal 9:

66.6% of Gap students at Indian Trail Elementary School will become proficient in Reading and Math by 2019.

### Measurable Objective 1:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in state standards in Mathematics by 06/01/2015 as measured by K-PREP.

### Strategy1:

Providing effective and varied instructional practices - Effective and varied instructional practices will be implemented and monitored.

Category:

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach will pull small groups of students based on district math diagnostic and proficiency assessments. Students are identified and groups formed for 3rd, 4th, and 5th grades after assessments are analyzed. Students are reassessed on skills and regrouped based on needs.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Goal Clarity Coach, Instructional Assistants, Success Coach and Certified Teachers

Activity - Envisions Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Envisions Math as the core program and supplement using a variety of KCAS support resources as evidenced by lesson plans, walk throughs, student work, etc.	Academic Support Program	08/13/2014	12/18/2015	\$0 - General Fund	Classroom Teachers, LBD Resource Teachers, Goal Clarity Coach

Activity - Small Groups and Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small focus group instruction based on data analysis for formative and summative assessments while all students participate in math WIN groups.	Academic Support Program	08/10/2016	12/16/2016	\$0 - No Funding Required	Classroom Teachers, LBD Resource Teachers, Instructional Assistants

Activity - Student Support through Volunteer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteers work with students in 3rd and 4th grades. Student groups are created by classroom teachers based on assessment data.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Family Resource Center Coordinator, Classroom Teachers

### Strategy2:

Professional Learning Communities - Grade level PLCs are scheduled to meet regularly to analyze student math data based on common assessments targeting math KCAS and plan next steps for instruction.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Data Analysis Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will meet every six weeks to analyze district math diagnostic and proficiency assessments, Pre & Post Tests for Envisions Math and Journeys Reading, Running Records, and DRA2s. Focus groups will be formed based on standards not being met.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Classroom Teachers, LBD Resource Teachers

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for math common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach, Classroom Teachers, ECE Teachers

### Measurable Objective 2:

45% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in state standards in English Language Arts by 06/01/2015 as measured by K-PREP.

### Strategy1:

Professional Learning Communities - Grade level PLCs are scheduled to meet regularly to analyze student reading data based on common assessments targeting reading KCAS and plan next steps for instructional adjustments.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for literacy common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Grade Level Classroom Teachers, ECE Teachers, Goal Clarity Coach

Activity - Data Analysis Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will meet every six weeks to analyze district reading diagnostic and proficiency assessments. Focus groups will be formed based on standards not being met.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Goal Clarity Coach, Principal, Assistant Principal

### Strategy2:

Writing Program Review - During the Program Review process, the school writing program was reviewed and areas for improvement were found.

Category:

Research Cited: Reading and writing work together to promote increased achievement in literacy.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in writing professional development opportunities that focus on research based on best practices. These opportunities will be based on student data and teacher professional growth plans and will integrate KCAS for Reading and Writing. Teachers will use data to name and claim students for focus groups.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Goal Clarity Coach

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Research and Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will research information around a topic to demonstrate new understanding through products and demonstrate media literacy through regular use of technological use of tools, resources and applications in reading, writing, speaking, listening and language to use of communication goals.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Special Area Teachers

### Strategy3:

Providing effective and varied instructional practices - Effective and varied instructional practices will be implemented and monitored based on best practice instructional strategies.

Category:

Research Cited:

Activity - DRA2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The DRA2 will be administered twice a year, once in the winter and then at the end of the school year. The DRA2 Team (Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Success Coach) will administer the DRA2 to rising 3rd grade students.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, LBD Resource Teachers, Goal Clarity Coach, Magnet Coordinator, Assistant Principal

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a running record to Tier I students at least once every six weeks. Teachers will administer a running record to Tier II students twice a month. Teachers will administer a running record to Tier III students on a weekly basis. Parents will be notified at least once per grading period if their child is reading below grade level. Data will be recorded and monitored by the administration/leadership team.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Principal, Assistant Principal, Goal Clarity Coach

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will promote the Accelerated Reader Program to students and encourage more students to participate. The impact is measured through student goal setting in homerooms and in MicroSociety ventures and agencies. Funds will be used to purchase additional AR books, prizes and certificates.	Academic Support Program	08/10/2016	06/15/2017	\$0 - General Fund	Classroom Teachers, ECE Teachers, Librarian, Family Resource Coordinator, Magnet Coordinator

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - English/Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA professional development sessions are aligned with literacy for KCAS and integrated throughout all content areas and based on the needs of the teachers, staff and students. Professional Development sessions may include using discourse to increase student achievement, on-demand writing, accelerated reader, e-chalk, MicroSociety aligned with KCAS, understand common core standards, reading and writing unit planning, assessment building, cultural competency and science and literacy. Additional professional development sessions may be added as the need arises.	Professional Learning	08/10/2016	06/15/2017	\$4000 - General Fund	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator

## Goal 10:

68.80% of students attending Indian Trail Elementary School will become proficient in the area of Social Studies by 2019.

## Measurable Objective 1:

55% of Fifth grade students will demonstrate a proficiency in state standards in Social Studies by 06/15/2017 as measured by K-PREP.

## Strategy1:

Research and Projects1 - Fifth grade students will participate in the research and creation of projects that will be shared with peers in classes and through school wide programs.

Category: Continuous Improvement

Research Cited: SB 168

Activity - Black History Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will research and create powerpoint presentations on selected African Americans. Based on the information learned, students will participate in a school wide program which allows them to demonstrate their learning using speaking and listening skills.	Academic Support Program	01/04/2016	03/30/2016	\$0 - No Funding Required	Fifth Grade Social Studies Teacher, ECE Collaborating Teacher, Arts & Humanities Teacher, Librarian

Activity - Living Wax Museum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students research persons selected based on the Social Studies Core Content. After researching their person, students will write a brief biography which the student portraying that person will share when students in the school tour the museum.	Academic Support Program	02/01/2016	03/30/2016	\$500 - General Fund	Fifth Grade Social Studies Teacher, ECE Collaborating Teacher, Arts & Humanities Teacher, Librarian

## Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in state standards in Social Studies by 06/15/2017 as measured by K-PREP.

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Strategy1:

Social Studies Alive Program - Indian Trail has purchased the Social Studies Alive program for grades K-5 and will implement this program as the core social studies program as it aligns with core content standards.

Category:

Research Cited: This program is an inquiry based program.

Activity - Social Studies Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Social Studies Alive program will be used as the core social studies program in alignment with core content state standards. Students are active learners in inquiry based studies and cooperative groups.	Academic Support Program	08/12/2015	12/16/2016	\$0 - General Fund	Classroom Teachers, ECE Teachers

### Goal 11:

66.8% of students attending Indian Trail Elementary School will become proficient writers by 2019.

### Measurable Objective 1:

55% of Fifth grade students will demonstrate a proficiency in state standards in English Language Arts by 06/15/2017 as measured by K-PREP.

### Strategy1:

Professional Development - Teachers will attend professional development sessions

Category:

Research Cited:

Activity - On Demand Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers will participate in school based On Demand Writing professional learning sessions.	Professional Learning	08/10/2016	06/15/2017	\$0 - General Fund	Classroom Teachers, LBD Resource Teachers, Goal Clarity Coach

Activity - S.P.A.T. Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
S.P.A.T. Technique (Situation, Purpose, Audience, Task) is a way of organizing writing that students will be taught to use for on demand writing.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	K-5 Grade Teachers, ECE Teachers, Goal Clarity Coach

### Strategy2:

Authentic Writing - Students will be provided authentic reasons for writing.

Category:

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - MicroSociety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the MicroSociety Magnet Program, students will write letters requesting information from the MicroSociety Coordinator, write letters to promote change in the program, write letters asking agencies or ventures for information.	Academic Support Program	08/10/2016	06/15/2017	\$3000 - General Fund	MicroSociety Magnet Coordinator, Classroom Teachers, ECE Teachers, Support Staff

### Measurable Objective 2:

55% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in state standards in Writing by 06/15/2017 as measured by K-PREP.

### Strategy1:

Writing Across the Curriculum - Teachers will intentionally provide writing instruction and opportunities to write across the curriculum.

Category:

Research Cited:

Activity - Writing in Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing is intentionally integrated into science, social studies, arts & humanities and practical living lessons.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Resource Teachers, Arts & Humanities Teacher, Practical Living Teacher

### Goal 12:

Indian Trail Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first 3 years of implementation will be used to set targets for the 2017-2018 School year.

### Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/06/2014 as measured by surveys or other checks of understanding after professional development activities.

### Strategy1:

Professional Growth and Effectiveness System - Teachers will participate in professional development to learn about and understand PGES.

Category: Teacher PGES

Research Cited: The Professional Growth and Effectiveness System is built on the premise that effectiveness cannot be determined by a single measure at a single point in time. So, multiple measures over the course of a school year are being used. For teachers, the measures include student growth, observations, peer observations, self-reflection and professional growth, and a student voice survey. All measures should be supported by evidence.



## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Professional Growth and Effectiveness System Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin learning about the Professional Growth and Effectiveness System that will be implemented fully during the 2015-16 school year.	Professional Learning	08/10/2016	06/15/2017	\$0 - Other	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator

### Goal 13:

Based on the TELL Survey, the percentage of teachers agreeing that students follow the school rules of conduct will increase from 79.3% to 90% by 2019.

### Measurable Objective 1:

collaborate to implement positive behavior supports by 12/19/2014 as measured by a decreased number of student referrals .

### Strategy1:

School Wide Behavior Program - Implement a school wide behavior program in Kindergarten thru 5th grade.

Category: Learning Systems

Research Cited:

Activity - Second Steps Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementing the Second Steps Behavior Program in Kindergarten thru 5th grade. Students receive weekly lessons and then implement the skills/strategies taught daily.	Behavioral Support Program	08/12/2015	06/01/2016	\$0 - District Funding	School Success Coach, ECE Teachers, Classroom Teachers, Principal, Assistant Principal, Counselor

Activity - Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Success Coach provides ongoing behavior supports through small focus groups and individualized student goal setting.	Behavioral Support Program	08/12/2015	06/01/2016	\$0 - District Funding	Student Success Coach

### Goal 14:

Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.

### Measurable Objective 1:

collaborate to increase kindergarten readiness by 11/28/2016 as measured by an increase of 18% of students demonstrating readiness based on the BRIGANCE Screener..

### Strategy1:

Support for incoming Kindergartners - Parents will receive information on kindergarten readiness skills and strategies to support their child at

## Comprehensive School Improvement Plan

Indian Trail Elementary

home during the summer months.

Category: Early Learning

Research Cited:

Activity - Kindergarten Camp for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents attend strategy sessions on kindergarten readiness skills.	Parent Involvement	06/06/2016	08/10/2016	\$1000 - General Fund	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will attend two 3 hour morning sessions with their kindergarten teachers and assistants to engage in readiness activities.	Academic Support Program	06/15/2016	08/10/2016	\$4000 - General Fund	Kindergarten teachers and kindergarten teaching assistants

### Strategy2:

Administer BRIGANCE Screener - Beginning kindergarten students will be screened using the BRIGANCE during the first 30 instructional days of the school year.

Category: Continuous Improvement

Research Cited:

Activity - BRIGANCE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten teachers and support personnel will attend professional development sessions on administering and analyzing data from the BRIGANCE Screener	Professional Learning	08/10/2016	11/11/2016	\$0 - District Funding	Kindergarten teachers, Assistant Principal, Goal Clarity Coach, BRIGANCE School Coordinator

Activity - BRIGANCE SCREENER	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will screen all students using the BRIGANCE Screener	Academic Support Program	08/10/2016	11/01/2016	\$0 - District Funding	Kindergarten Teachers, Goal Clarity Coach, Magnet Coordinator

### Goal 15:

Instructional Resources Goal - Indian Trail Elementary School will use Journeys Reading Program and Envisions Math Program in 2016-2017 to support student's access to high quality resources.

### Measurable Objective 1:

collaborate to implement the use of the instructional resources that were purchased (Journeys Reading & Envisions Math) in 2014 to support the teaching of KCAS. by 06/15/2017 as measured by 100% of the funds allocated for instructional materials (Journeys Reading & Envisions Math) are being used to improve student access to high quality standards aligned resources..

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Strategy1:

Instructional Resource Implementation - School Administration will support teachers in the implementation of the instructional resources through PLCs and Embedded PDs.

Category: Learning Systems

Research Cited: These programs are research based and aligned to KCAS.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in embedded PDs and online webinars with the Goal Clarity Coach in order to develop an understanding of how to best implement these instructional resources.	Professional Learning	08/10/2016	06/15/2017	\$60000 - Text Books	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Certified Teachers

### Goal 16:

Increase the Social Studies K-PREP scores for gap students attending Indian Trail Elementary school from 43.20% in 2015 to 73.9% in 2019.

### Measurable Objective 1:

53% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 68.8% in Social Studies by 05/31/2019 as measured by 2019 K-PREP scores.

### Strategy1:

Professional Learning Communities - Grade level PLCs are scheduled to meet regularly to analyze student math data based on common assessments targeting reading KCAS and plan next steps for instructional adjustments.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Data Analysis Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will meet weekly to analyze math diagnostic and proficiency assessments. Focus groups will be formed based on standards not being met.	Professional Learning	09/26/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, District Resource Teacher, Principal, Assistant Principal

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for math common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom teachers, ECE teachers, District Resource Teacher, Principal, Assistant Principal

### Strategy2:

Interventions and Enrichments - Students are identified based on formative assessments, district proficiency assessments, classroom assessments, and Diagnostic Reading Assessments,

Category:

Research Cited: Research based programs are used to improve and enhance student achievement.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-Line intervention for Apprentice students.	Technology	09/26/2016	05/31/2019	\$0 - District Funding	Classrooms teachers, Instructional Assistants, Goal Clarity Coach

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly based on reading and math diagnostic data.	Academic Support Program	09/26/2016	06/15/2017	\$50000 - General Fund	Instructional Assistants, Goal Clarity Coach

### Goal 17:

Decrease the Novice Reading K-PREP scores for gap students attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.

### Measurable Objective 1:

3% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth will meet novice reduction targets in Reading by 06/15/2017 as measured by K-PREP.

### Strategy1:

Interventions - Students will be provided research-based culturally relevant interventions as needed based on their current needs.

Category: Other - Student Learning

Research Cited: RTI Research

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Small Group/Individual	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled in small groups or individually and provided interventions based on need. Interventions will vary based on need and progress of the student(s). (I.e. Reading Mastery, Study Island, Moby Max, Teacher Created Materials, Journeys Intervention Tab, etc.)	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Assistants, Goal Clarity Coach

### Strategy2:

PLC - Teachers will meet weekly in PLC's to collaborate and analyze student data to determine next steps for classroom instruction, small group/individual interventions, and enrichment groups in order to move students toward proficiency.

Category: Professional Learning & Support

Research Cited: PLC Institute

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's to collaborate and develop common formative assessments in order to assess students learning.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in order to collaboratively analyze student assessment data and determine next steps for instruction.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

### Goal 18:

Decrease the Math K-PREP scores for gap students attending Indian Trail Elementary school from 29% in 2016 to 26.10% in 2017.

### Measurable Objective 1:

3% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth will meet novice reduction targets in Mathematics by 06/15/2017 as measured by K-PREP.

### Strategy1:

PLC - Teachers will meet weekly in a collaborative setting to analyze student assessment data in order to determine next steps for classroom instruction, small group/individual interventions, and enrichment groups in order to move students toward proficiency, as well as develop common assessments.

Category: Professional Learning & Support

Research Cited: PLC Institute

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's on a weekly basis to analyze student data in order to develop next steps for instruction including but not limited to classroom lessons, small group/individual interventions, and enrichment groups.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's in order to collaborate and develop common formative assessments in order to assess student learning to drive instruction.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Goal Clarity Coach, Classroom Teachers, Principal, RTI Lead

### Strategy2:

Interventions - Students will be provided research-based culturally relevant interventions as needed based on their current needs.

Category: Other - Student Learning

Research Cited: RTI Research

Activity - Small Groups/Individual	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Instructional Assistants will pull small groups of students for needed interventions. Content will vary based on student need. (I.e. Teacher Created Materials, Envision Intervention Tab, etc.)	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Assistants, Goal Clarity Coach

## **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?**

- Joseph A. Wood, Principal
- Jo Ann Byrd, Assistant Principal
- Erica R. Woolridge, School Counselor
- Deborah Bohn, Magnet Coordinator
- Kristel Jammeh, Goal Clarity Coach
- Krista Campisano, Family Resource Service Coordinator

## Relationship Building

Overall Rating: 3.71

	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

## Communications

Overall Rating: 3.29

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

Comprehensive School Improvement Plan

Indian Trail Elementary

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

## Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

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

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

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

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

Comprehensive School Improvement Plan

Indian Trail Elementary

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

## Advocacy

Overall Rating: 3.5

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

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

## Learning Opportunities

Overall Rating: 3.33

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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: 3.33

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

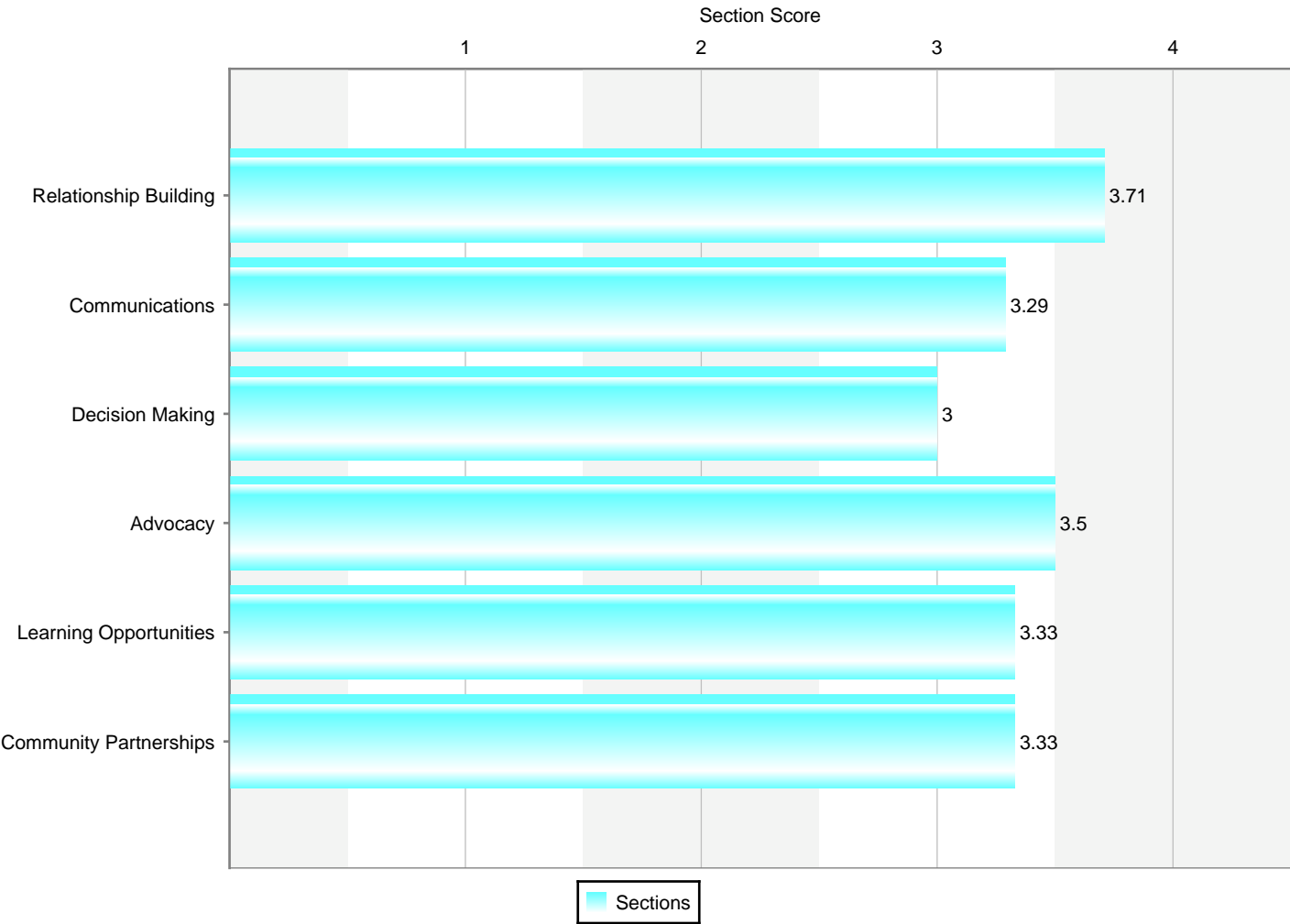
**Reflection**

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

We are working hard to make every attempt to connect and engage with the parents of our students. We also work to build relationships with community partners that support student learning and engagement. Through our MicroSociety Magnet Program, our business partnerships become a real world connection for our students and put their learning into perspective.

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.**

At Indian Trail Elementary, the Principal selected the Assistant Principal, the School Guidance Counselor, the Goal Clarity Coach and the Magnet Coordinator to form a stakeholders' team with him. Each member was informed of their participation and the information that would be required to complete the planning process. Meetings were scheduled and blocked out days to analyze data and communicate school needs and the process.

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

Principal Joseph A. Wood Chairman, Assistant Principal, Jo Ann Byrd Co-Chairman, Erica Woolridge, School Guidance Counselor School Climate and Community involvement, Goal Clarity Coach Kristel Jammeh data analysis, Magnet Coordinator Deborah Bohn, data analysis and interpret information, Family Resource Center Coordinator, community partner organizer, and PTA President stakeholder liaison.

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

The final improvement plan was communicated to the administrative team as well as the instructional leadership team before being sent to the SBDM for distribution to all stakeholders.

## **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?**

After analyzing the data, it was apparent that our Special Education gap group and our African American gap group performed below the proficiency line with 32.8% of our African American gap group and 56.8% of our Special Education gap group scoring novice in math. The data and information indicated that fifth grade students showed the most improvement in Reading with 42.3% of the students scoring proficient/distinguished as compared to 24.6% last year. In addition, our 3rd grade students made gains in math from 25.7% last year to 30.7% currently. Furthermore, our 4th grade students increased in math from 37.3% to 39.2%. The data does not provide insight into specific standards not being met to account for these results. District level data identified strengths and areas for improvement in specific standards. Through the work of Professional Learning Communities, vertical team planning, instructional resources and best practices were identified and utilized to continue moving students towards proficiency.

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## 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?**

As reported in the 2015-2016 KPREP achievement data, Indian Trail Elementary has demonstrated strength in all content areas providing multiple reasons to celebrate.

Content Areas:	Indian Trail %P/D	JCPS % P/D	State % P/D
Reading	37.5%	48.6%	56%
Social Studies	46.2%	53.4%	57.7%
Writing	46.2%	37.9%	41.0%
Language Mechanics	40.5%	45.5%	51.9%
Grade Level Strengths			
Content Areas			
3rd Grade Math	30.7%	43.5%	47.7%
5th Grade Math	50.0%	54.2%	56.1%
4th Grade Lang. Mech.	40.5%	45.5%	51.9%

\*Reading is our strongest content area at this time we had a 9% increase from the previous school year (28.3.0% to 37.3%). Social Studies increased from 31.3% to 46.2 a 14.9% gain.

- Students attending Indian Trail Elementary are provided challenging learning experiences as they are immersed in the Kentucky Core Academic Standards.
- Students participate in classroom activities which allow them to use critical thinking skills.
- Student Data spreadsheets are kept on all students.
- Teachers review student data folders on a consistent basis during Professional Learning Communities and use the information to group and regroup students for instruction as needed.
- This is followed up with individual student goal setting facilitated by the administrative team.
- Administrators, teachers and staff will continue to monitor data folders for trends and make adjustments on instruction as needed based on student performance and needs.
- Students also participate in the MicroSociety Magnet Program which is a forerunner to College and Career Readiness.
- Students access 21st century skills through the use of technology such as Smart Boards, clickers, Ipads, mini laptops, desktops, document cameras, daily broadcast, etc.
- Students use these resources to enhance problem solving; teachers use them for teaching and learning and enhancement opportunities.
- Through the use of district and school created Math and ELA assessments, student assessments are monitored and analyzed in a timely manner. The information teachers receive from the analysis guides their instruction and the creation of focus groups.-The following programs were purchased School-Wide Journeys Reading & Envision Math. Implementation began in the 2013-14 school year at the 3rd grade level and was rolled out school-wide in the 2014-2015 school year, and is currently being implemented. We are also using the MAP assessmet to progress monitor and project our KPREP scores.

-Teachers work in PLCs when analyzing student work as they continue to grow as educators.

-Indian Trail offers Family Nights which allows our students and their families to come into the school, enjoy dinner, and participate in an  
SY 2016-2017

engaging academic activity.

## **Opportunities for Improvement**

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

Indian Trail is focusing on ways to improve student math. Our school demonstrated 28% students scoring Novice with 34.1% Apprentice and 37.9% of our students scoring Proficient/Distinguished.

All classroom teachers review student math data monthly during Professional Learning Communities and use the information to group and regroup students for specific math standards based instruction as needed. Administrators and teachers will continue to monitor data for trends and make adjustments on instruction as needed based on student performance and needs. Teachers identified a need for a comprehensive math program. We were able to purchase the Envisions Math Program for all grades Kindergarten through 5th Grade. Professional development was initially provided in how to use the program effectively. Ongoing support will be provided through PLCs, district cycle meetings, and professional development provided during the school year. The interventionists (2 Retired Teachers) will provide additional math/reading instruction to students not scoring Proficient through small group instruction during the instructional day. Title I Instructional Assistants also work with small intervention groups while the Magnet Coordinator and Goal Clarity Coach work with both intervention and focus groups.

We also provide a variety of extended learning opportunities. Extended School Services is provided one day a week where 3rd -5th grade students stay after school for an hour for small group instruction. Students participating are identified through PLCs using student assessment data and placed in either a reading or math group. Student performing at the novice and low apprentice level will utilize MAP instructional support. We have purchased MAP and STAR to further track and identify the needs of students. An area of continued improvement is attendance, we were 94.7% which is below the district expectation and goal. The attendance committee meets monthly and develops strategies and incentives to grow this number to 98% overall. Another area of focus is suspension, we had 12 suspensions in 2015-16. Many of these students are repeat suspensions and we provide them with a small group focusing on social skills that help them meet their behavioral and/or social needs. We have implemented a new school-wide behavior management system using the Positive Behavior Interventions and Supports (PBIS) Model, Second Step, and Cardinal Feathers. With the Cardinal Feathers, students and classrooms can earn feathers based off of behaviors and are rewarded when the school as a whole earns a certain number of feathers. Video modeling is used to show students the appropriate way to behave in all of the common areas (hallway, cafeteria, assemblies, and dismissal procedures). We continue to improve our Micro-Society program with more content and standards related experiences directly connected to the real world job the students possess.

## Conclusion

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

Our next steps in addressing areas of concern as well as ensuring continued growth in areas of strength is the continued use and refinement of Professional Learning Communities (PLCs) to fidelity in all grade levels. This collaborative model will stay focused on the deconstruction of, and planning for, KCAS standards-based instruction. The development and administration of common assessments, as well as the careful analysis of the data results, will be a foundation in all PLCs. Collaborative decisions will be made for each individual student regarding needs for intervention and/or enrichment. The schools Principal and Goal Clarity Coach have completed the Phase II PLC project for Title I Schools that was to continue the refinement process of PLC implementation. Professional development will be planned based upon needs identified through the work of the PLCs. This will include, but is not limited to: strengthening instructional strategies in all content areas, infusing technology in all content areas, math fluency development, implementing a research-based Envisions Math Program to be used across grade levels and the effective implementation of the workshop model in reading and math across all grade levels. We have 3 teachers who are participating in the JCPS Bellarmine University Literacy Project in order to strengthen their knowledge and skills in the area of foundational literacy instruction. Retaining the two retired teachers for interventions and continued professional training on RTI process, data collecting, and data analysis.

# **Indian Trail 2016- 2017 Plan for Comprehensive School Improvement Plan old**

# Overview

**Plan Name**

Indian Trail 2016- 2017 Plan for Comprehensive School Improvement Plan old

**Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.1% to 66.55% by 2019.	Objectives: 3 Strategies: 4 Activities: 13	Organizational	\$88913
2	Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary School from 36.4% in 2016 to 66.6% in 2019. Increase the Math K-PREP scores for gap student attending Indian Trail Elementary School from 29% in 2016 to 66.5% in 2019.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$12000
3	On the 2016-2017 Program Reviews Indian Trail Elementary School will score at least Proficient on at least three of the four Program Reviews.	Objectives: 4 Strategies: 4 Activities: 11	Organizational	\$62800
4	Indian Trail Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first 3 years of implementation will be used to set targets for the 2016-2017 School year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Culture and Climate: Based on the TELL Survey, the percentage of teachers agreeing that students follow the school rules of conduct will increase from 79.3% to 90% by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$5000
7	Decrease the number of Novice students in reading and math attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0



## Goal 1: Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.1% to 66.55% by 2019.

### Measurable Objective 1:

demonstrate a proficiency by June of 2017. Indian Trail Elementary School will increase the average combined Reading and Math K-prep scores to 54.9% by 06/15/2017 as measured by the reading and math K-PREP scores in the Spring of 2017..

### Strategy 1:

Academic Interventions and Enrichments - Students are identified based on formative assessments, district proficiency assessments, classroom assessments, and Diagnostic Reading Assessments. Learning activities are individualized for each student to support achievement of expectations. Interventions and Enrichment are provided using effective and varied instructional practices.

Category: Continuous Improvement

Research Cited: Research based programs are used to improve and enhance student achievement. (Marzano, Journeys, Envisions etc.)

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school ESS provides additional KCAS aligned instruction to identified students in the content areas of math and reading. Instruction is provided by certified teachers after school one day a week. (SB168)	Academic Support Program	08/12/2016	12/30/2017	\$3393	State Funds	Principal, Coordinator Extended School Services, RTI Team Lead

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Success Coach will provide additional KCAS aligned instruction to identified students in first through fifth grades. Instruction is provided by an Instructor III and other teaching assistants as well as certified teachers. Students receive instruction 2 - 4 days per week. (SB168)	Academic Support Program	08/10/2016	12/15/2017	\$15000	Grant Funds	Principal, Assistant Principal, Goal Clarity Coach Success Coach, Interventionist, teaching assistants, certified teachers

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

Indian Trail Elementary

Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly basis based on reading and math diagnostic data. (SB168)	Academic Support Program	08/10/2016	12/06/2017	\$50000	General Fund	Classroom Teachers, Instructional Assistants, Goal Clarity Coach, Success Coach
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Activity - Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as gifted learners according to primary talent pool or advanced program guidelines will be provided enrichment support activities differentiated to their individual needs. Classroom teachers will use ongoing assessment data to provide unique learning experiences for continued growth and achievement.	Academic Support Program	08/10/2016	12/15/2017	\$0	General Fund	Classroom Teachers, Counselor

### (shared) Strategy 2:

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20	General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Student mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff members, both certified and classified, will have student "Amigos" from the 3rd grade that they mentor, tutor, and/or check on their emotional well being.	Behavioral Support Program	01/04/2017	12/29/2017	\$0	No Funding Required	Principal, Assistant Principal, Identified staff both certified and classified

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs meet weekly in grade groups to analyze district student data, common formative assessments and to determine next steps for students. PLC groups will meet for embedded PD as needed. During PLCs, teachers plan challenging and equitable opportunities for all students and identify individualized support for each student. Teachers will use data to name and claim students for focus groups. Consultancy visit geared toward school math big block with two district assistant superintendents, math specialists and ETC.	Academic Support Program	08/10/2016	12/15/2017	\$2000	General Fund	Administrative team, Classroom teachers, LBD Resource teachers, Goal Clarity Coach

### Strategy 3:

21st Century Skills - Teachers, instructional assistants and students will use 21st century technology to enhance student learning and success.

Category:

Research Cited: The use of technology will enable students to compete in a global economy. (Marzano)

Activity - Universal Design Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified teachers are attending ongoing UDL professional development sessions where the focus is on meeting the challenge of diversity by providing flexible instructional strategies and materials to help differentiate instruction to meet the varied needs of students. (SB168)	Professional Learning	08/10/2016	12/15/2017	\$0	District Funding	Debbie Schuler, Classroom Teacher

Activity - Universal Design for Learning for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2017	12/15/2017	\$16500	Title I Schoolwide, General Fund	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher

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

Indian Trail Elementary

Teachers will teach 21st century skills using a variety of tools, programs and online programs. Teachers will collaborate with each other and LBD Resource teachers to differentiate learning targets and support the writing goals of the school. This will enhance critical thinking skills and prepare students with 21st Century skills. Eg. Publishing, spread sheets, PowerPoint, Word, Publisher, Xtra Math, online sessions using Journeys & Envisions, Accelerated Readers, SmartBoards, iPad Apps. Funding through General budget, Title I and Section 7.	Technology	08/10/2017	06/15/2018	\$2000	Title I Schoolwide	Teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator/S TC, Counselor
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### Measurable Objective 2:

demonstrate student proficiency (pass rate) in the area of Science at 66% by 2019 by 12/15/2017 as measured by The objective will be measured by the 2016 -2017 KPREP scores,.

### Strategy 1:

Differentiated Instruction - Students received differentiated instruction based on their individual education plans.

Category:

Research Cited: SB168

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During small group, students are taught to use manipulatives to achieve their math goals. Students are taught scaffolding strategies from math learned in previous grades.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	ECE Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEPs will work with retired teacher interventionist three days a week to increase math achievement. The intervention data is analyzed weekly by the ECE teacher. Gains made are charted by the ECE teacher to show progress or lack of progress.	Academic Support Program	08/12/2016	12/15/2017	\$0	No Funding Required	ECE Teacher

### Measurable Objective 3:

demonstrate student proficiency (pass rate) in the area of Social Studies at 68.80% and in Science at 66%. by 12/15/2017 as measured by The objective will be measured by the 2016-2017 KPREP scores..

### (shared) Strategy 1:

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

**Comprehensive School Improvement Plan**

Indian Trail Elementary

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20	General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach
Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

**Goal 2: Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary School from 36.4% in 2016 to 66.6% in 2019. Increase the Math K-PREP scores for gap student attending Indian Trail Elementary School from 29% in 2016 to 66.5% in 2019.**

**Measurable Objective 1:**

increase student growth on the Reading K-PREP scores for ECE gap students attending Indian Trail Elementary School from 36.4% in 2016 to 54.2% in 2019.  
 increase student growth on Math K-PREP scores for ECE gap students attending Indian Trail Elementary School from 13.2% in 2016 by 06/03/2019 as measured by scores of ECE gap students by 12/15/2017 as measured by an increase of 12.1%..

**Strategy 1:**

Professional Development - Teachers and staff are sensitive to the needs of the different cultures represented by our student population.

Category: Teacher PGES

Research Cited: Culturally responsive training through U of L, Males of Color Institute research based sessions, and Bellarmine Literacy Project training.

Activity - Cultural Competency Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will view and participate in the district provided Cultural Competency Video during the month of August 2016	Professional Learning	08/10/2016	12/14/2017	\$0	No Funding Required	Principal, Assistant Principal

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Cultural Comptency Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Articles and excerpts from books reflective of the various cultures the students possess will be shared via emails, staff meetings, etc. and collegial conversations will be encouraged during PLCs.	Professional Learning	08/11/2016	12/15/2017	\$0	No Funding Required	Goal Clarity Coach, Principal, and Assistant Principal

### Strategy 2:

Extended School Services - All gap students scoring Novice/Apprentice as indicated in prior assessments will be assigned to work with the ESS teacher.

Category: Continuous Improvement

Research Cited: It is proven these students need more time for learning, and ESS is an effective way to provide tailored learning experiences for students that are behind in a smaller class size setting.

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified gap students in grades 3, 4 and 5 scoring novice/apprentice on reading assessments will receive small group instruction using components of the Journeys Reading Program, and Journeys Intervention resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	General Fund	Principal, Goal Clarity Coach, Reading Interventionist, Classroom Teachers

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified all gap students scoring novice/apprentice in a variety of reading and/or math assessments will be asked to participate in the after school extended school services program.	Academic Support Program	08/10/2016	12/15/2017	\$12000	State Funds	Principal, Extended School Services Coordinator, RTI Lead

### Measurable Objective 2:

increase student growth on Writing K-PREP scores for gap students from 48.6% in 2016 to 66.8% in 2019. 66.6% of gap students will become proficient in Reading and Math by 2019. by 12/15/2017 as measured by demonstrating a proficiency in state standards in English Language Arts and Reading and Math by 12/15/17 as measured by K-PREP. .

### Strategy 1:

Collaboration - ECE teachers collaborate with regular education teachers to promote academic achievement.

Category: Teacher PGES

Research Cited: ECE collaboration increases student achievement.

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

Indian Trail Elementary

ECE teachers collaborate and plan with regular education classroom teachers. The ECE teacher modifies lessons, differentiates instruction for individual students based on their IEP.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	ECE teachers, regular education teachers
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Activity - Social Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers plan and facilitate social skills lessons which will increase positive behaviors and provide students with strategies to handle various situations.	Behavioral Support Program	09/04/2012	06/05/2013	\$0	No Funding Required	ECE Teachers

Activity - Disaggregated Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district resource teacher will create and maintain student data folders by homeroom to identify and track student progress on a variety of formative and summative school based and district assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	District Resource Teacher

### Goal 3: On the 2016-2017 Program Reviews Indian Trail Elementary School will score at least Proficient on at least three of the four Program Reviews.

#### Measurable Objective 1:

collaborate to score Proficient on the Arts and Humanities Program Review by 12/15/2017 as measured by the KDE Arts and Humanities Program Review rubric .

#### Strategy 1:

Arts & Humanities Needs - During the Program Review process, the school Arts & Humanities program was reviewed and areas for improvement were found.

Category: Integrated Methods for Learning

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts & Humanities teacher will participate in content specific professional development based on student needs and actively participate in Arts & Humanities PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0	No Funding Required	Arts & Humanities Teacher

Activity - Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school SBDM council will implement a policy to ensure that discipline based arts instruction is part of the school curriculum and arts concepts are taught throughout the school and across the curriculum.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Assistant Principal, SBDM, Arts & Humanities Teacher

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - In-Depth Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities Program Review Committee will meet 3 times during the 2016-2017 school year to identify and implement strategies to move from Needs Improvement to Proficient for 3 indicators.	Professional Learning	08/10/2016	12/07/2017	\$800	General Fund	Arts & Humanities Teacher, Goal Clarity Coach, Arts & Humanities Program Review Committee

Activity - K-5 Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities teacher will collaborate with K-5 classroom teachers and ECE teachers by providing embedded professional development on incorporating arts & humanities concepts into their classroom instruction.	Professional Learning	08/10/2016	12/08/2017	\$0	General Fund	Arts & Humanities Teacher

### Measurable Objective 2:

collaborate to score Proficient on the Practical Living/Career Studies Program Review by 06/15/2017 as measured by the KDE Practical Living/Career Studies Program Review rubric .

### Strategy 1:

Practical Living Needs - During the Program Review process, the school Practical Living program was reviewed and areas for improvement were found.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practical Living teacher will participate in content specific professional development based on student needs and actively participate in Practical Living PLCs to address student needs.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Practical Living Teacher

Activity - Health Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in all health education content areas and differentiated by grade levels provided by the school nurse. Health Teacher.com will be used by K-5th grade teachers as a resource to help integrate health education concepts with ELA KCAS.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Practical Living Teacher, Classroom Teachers, LBD Resource Teachers, Family Resource Coordinator



## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Indian Trail will have a Wellness Policy which addresses minimum amounts of required extended P.E. This supports having a full-time PE/Practical Living teacher. All teachers will document extended structured PE activities in their lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$62000	General Fund	Principal, Assistant Principal, PE/Practical Living Teacher, Classroom Teachers

### Measurable Objective 3:

collaborate to score Proficient on the Writing Program Review by 06/15/2017 as measured by the KDE Writing Program Review rubric .

#### Strategy 1:

Writing Needs - During the Program Review process, the school writing program was reviewed and areas for improvement were found.

Category: Continuous Improvement

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in writing professional development opportunities that focus on research based best practices. These opportunities will be based on student data and teacher professional growth plans and will integrate KCAS for Reading and Writing.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Goal Clarity Coach

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will research information around a topic to demonstrate new understanding through products and demonstrate media literacy through regular use of technological use of tools, resources and applications in reading, writing, speaking, listening and language use to use communication goals.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers, ECE Teachers, Special Area Teachers

### Measurable Objective 4:

collaborate to score Proficient on the K-3 Primary Program Review by 06/15/2017 as measured by the KDE K-3 Primary Program Review rubric .

#### Strategy 1:

K-3 Primary Program - Through a collaborative effort, the primary teachers will review the K-3 Primary Program Review rubric and provide feedback to identify areas of improvement.

Category:

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

Indian Trail Elementary

Classroom teachers will participate in content specific professional development based on student needs and actively participate in PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0	No Funding Required	Principal, Assistanat Principal, Goal Clarity Coach, Classroom Teachers, LBD Resource Teachers
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Activity - Assessment Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate in PLCs to create and analyze common assessments and plan future instruction based on student needs. Teachers use a variety of developmentally appropriate assessment methods such as Brigance, running records, DRA2, and district diagnostic and proficiency assessments.  Teachers also provide unit assessments and teacher-made benchmark assessments throughout units of study based on learning targets.	Academic Support Program	08/10/2016	12/07/2017	\$0	No Funding Required	All K-3 Primary Classroom Teachers, ECE Teachers, Goal Clarity Coach

### Goal 4: Indian Trail Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first 3 years of implementation will be used to set targets for the 2016-2017 School year.

#### Measurable Objective 1:

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

#### Strategy 1:

Professional Growth and Effectiveness System - Teachers will participate in professional development to learn about and understand PGES.

Category: Teacher PGES

Research Cited: The Professional Growth and Effectiveness System is built on the premise that effectiveness cannot be determined by a single measure at a single point in time. So, multiple measures over the course of a school year are being used. For teachers, the measures include student growth, observations, peer observations, self-reflection and professional growth, and a student voice survey. All measures should be supported by evidence.

Activity - Professional Growth and Effectiveness System Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will begin learning about the Professional Growth and Effectiveness System that will be implemented fully during the 2016-17 school year.	Professional Learning	08/10/2016	12/07/2017	\$0	Other	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator
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## Goal 5: Culture and Climate: Based on the TELL Survey, the percentage of teachers agreeing that students follow the school rules of conduct will increase from 79.3% to 90% by 2019.

### Measurable Objective 1:

collaborate to implement positive behavior supports by 12/15/2017 as measured by a decreased number of student referrals .

### Strategy 1:

School Wide Behavior Program - Implement a school wide behavior program in Kindergarten thru 5th grade. WE have created common area videos and lesson plans for teachers to teacher at least 6 times a year. We also conduct grade level behavior assemblies to discuss the behavior expectations at ITES.

Category: Learning Systems

Activity - Second Steps Behavior Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing the Second Steps Behavior Program in Kindergarten thru 5th grade. Students receive weekly lessons and then implement the skills/strategies taught daily.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	District Funding	School Success Coach, ECE Teachers, Classroom Teachers, Principal, Assistant Principal, Counselor

Activity - Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Success Coach provides ongoing behavior supports through small focus groups and individualized student goal setting.	Behavioral Support Program	08/12/2016	12/07/2017	\$0	District Funding	Student Success Coach

## Goal 6: Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Measurable Objective 1:

collaborate to increase kindergarten readiness by 12/15/2017 as measured by an increase of 18% of students demonstrating readiness based on the BRIGANCE Screener..

### Strategy 1:

Administer BRIGANCE Screener - Beginning kindergarten students will be screened using the BRIGANCE during the first 30 instructional days of the school year.

Category: Continuous Improvement

Activity - BRIGANCE SCREENER	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will screen all students using the BRIGANCE Screener	Academic Support Program	08/10/2016	12/15/2017	\$0	District Funding	Kindergarten Teachers, Goal Clarity Coach, Magnet Coordinator

Activity - BRIGANCE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten teachers and support personnel will attend professional development sessions on administering and analyzing data from the BRIGANCE Screener	Professional Learning	08/10/2016	12/07/2017	\$0	District Funding	Kindergarten teachers, Assistant Principal, Goal Clarity Coach, BRIGANCE School Coordinator

### Strategy 2:

Support for incoming Kindergartners - Parents will receive information on kindergarten readiness skills and strategies to support their child at home during the summer months.

Category: Early Learning

Activity - Kindergarten Camp for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Indian Trail Elementary

Parents attend strategy sessions on kindergarten readiness skills.	Parent Involvement	08/10/2016	12/07/2017	\$1000	General Fund	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator
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Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students will attend two 3 hour morning sessions with their kindergarten teachers and assistants to engage in readiness activities.	Academic Support Program	08/10/2016	12/15/2017	\$4000	General Fund	Kindergarten teachers and kindergarten teaching assistants

## Goal 7: Decrease the number of Novice students in reading and math attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.

### Measurable Objective 1:

3% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth will meet novice reduction targets in Reading by 12/15/2017 as measured by K-PREP.

### Strategy 1:

PLC - Teachers will meet weekly in PLC's to collaborate and analyze student data to determine next steps for classroom instruction, small group/individual interventions, and enrichment groups in order to move students toward proficiency.

Category: Professional Learning & Support

Research Cited: PLC Institute

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in order to collaboratively analyze student assessment data and determine next steps for instruction.	Professional Learning	08/10/2016	12/07/2017	\$0	No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC's to collaborate and develop common formative assessments in order to assess students learning.	Professional Learning	08/10/2016	12/07/2017	\$0	No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

### Strategy 2:

Interventions - Students will be provided research-based culturally relevant interventions as needed based on their current needs.

Category: Other - Student Learning

Research Cited: RTI Research

Activity - Small Group/Individual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled in small groups or individually and provided interventions based on need. Interventions will vary based on need and progress of the student(s). (I.e. Reading Mastery, Study Island, Moby Max, Teacher Created Materials, Journeys Intervention Tab, etc.)	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom Teachers, Instructional Assistants, Goal Clarity Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Growth and Effectiveness System Professional Development	Teachers will begin learning about the Professional Growth and Effectiveness System that will be implemented fully during the 2016-17 school year.	Professional Learning	08/10/2016	12/07/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Day Time Reading Intervention Groups	Success Coach will provide additional KCAS aligned instruction to identified students in first through fifth grades. Instruction is provided by an Instructor III and other teaching assistants as well as certified teachers. Students receive instruction 2 - 4 days per week. (SB168)	Academic Support Program	08/10/2016	12/15/2017	\$15000	Principal, Assistant Principal, Goal Clarity Coach, Success Coach, Interventionist, teaching assistants, certified teachers
<b>Total</b>					\$15000	

### District Funding

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

Indian Trail Elementary

BRIGANCE Professional Development	All kindergarten teachers and support personnel will attend professional development sessions on administering and analyzing data from the BRIGANCE Screener	Professional Learning	08/10/2016	12/07/2017	\$0	Kindergarten teachers, Assistant Principal, Goal Clarity Coach, BRIGANCE School Coordinator
Universal Design Learning	Identified teachers are attending ongoing UDL professional development sessions where the focus is on meeting the challenge of diversity by providing flexible instructional strategies and materials to help differentiate instruction to meet the varied needs of students. (SB168)	Professional Learning	08/10/2016	12/15/2017	\$0	Debbie Schuler, Classroom Teacher
Behavior Support	The Student Success Coach provides ongoing behavior supports through small focus groups and individualized student goal setting.	Behavioral Support Program	08/12/2016	12/07/2017	\$0	Student Success Coach
BRIGANCE SCREENER	Kindergarten teachers will screen all students using the BRIGANCE Screener	Academic Support Program	08/10/2016	12/15/2017	\$0	Kindergarten Teachers, Goal Clarity Coach, Magnet Coordinator
Second Steps Behavior Program	Implementing the Second Steps Behavior Program in Kindergarten thru 5th grade. Students receive weekly lessons and then implement the skills/strategies taught daily.	Behavioral Support Program	08/10/2016	12/15/2017	\$0	School Success Coach, ECE Teachers, Classroom Teachers, Principal, Assistant Principal, Counselor
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Collaboration	The Arts & Humanities teacher will collaborate with K-5 classroom teachers and ECE teachers by providing embedded professional development on incorporating arts & humanities concepts into their classroom instruction.	Professional Learning	08/10/2016	12/08/2017	\$0	Arts & Humanities Teacher



# Comprehensive School Improvement Plan

Indian Trail Elementary

Universal Design for Learning for Students	Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2017	12/15/2017	\$4000	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher
Focus Groups	Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly basis based on reading and math diagnostic data. (SB168)	Academic Support Program	08/10/2016	12/06/2017	\$50000	Classroom Teachers, Instructional Assistants, Goal Clarity Coach, Success Coach
Kindergarten Camp	Incoming kindergarten students will attend two 3 hour morning sessions with their kindergarten teachers and assistants to engage in readiness activities.	Academic Support Program	08/10/2016	12/15/2017	\$4000	Kindergarten teachers and kindergarten teaching assistants
Kindergarten Camp for Parents	Parents attend strategy sessions on kindergarten readiness skills.	Parent Involvement	08/10/2016	12/07/2017	\$1000	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator
Wellness Policy	Indian Trail will have a Wellness Policy which addresses minimum amounts of required extended P.E. This supports having a full-time PE/Practical Living teacher. All teachers will document extended structured PE activities in their lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$62000	Principal, Assistant Principal, PE/Practical Living Teacher, Classroom Teachers
Proficiency Folders	The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

## Comprehensive School Improvement Plan

Indian Trail Elementary

Professional Learning Communities	PLCs meet weekly in grade groups to analyze district student data, common formative assessments and to determine next steps for students. PLC groups will meet for embedded PD as needed. During PLCs, teachers plan challenging and equitable opportunities for all students and identify individualized support for each student. Teachers will use data to name and claim students for focus groups. Consultancy visit geared toward school math big block with two district assistant superintendents, math specialists and ETC.	Academic Support Program	08/10/2016	12/15/2017	\$2000	Administrative team, Classroom teachers, LBD Resource teachers, Goal Clarity Coach
Day Time Reading Intervention Groups	Identified gap students in grades 3, 4 and 5 scoring novice/apprentice on reading assessments will receive small group instruction using components of the Journeys Reading Program, and Journeys Intervention resources.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, Goal Clarity Coach, Reading Interventionist, Classroom Teachers
Enrichments	Students identified as gifted learners according to primary talent pool or advanced program guidelines will be provided enrichment support activities differentiated to their individual needs. Classroom teachers will use ongoing assessment data to provide unique learning experiences for continued growth and achievement.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers, Counselor
In-Depth Review	The Arts & Humanities Program Review Committee will meet 3 times during the 2016-2017 school year to identify and implement strategies to move from Needs Improvement to Proficient for 3 indicators.	Professional Learning	08/10/2016	12/07/2017	\$800	Arts & Humanities Teacher, Goal Clarity Coach, Arts & Humanities Program Review Committee
<b>Total</b>					<b>\$123820</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Practical Living teacher will participate in content specific professional development based on student needs and actively participate in Practical Living PLCs to address student needs.	Professional Learning	08/10/2016	12/15/2017	\$0	Practical Living Teacher

# Comprehensive School Improvement Plan

Indian Trail Elementary

Professional Learning Communities	Classroom teachers will participate in content specific professional development based on student needs and actively participate in PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0	Principal, Assistant Principal, Goal Clarity Coach, Classroom Teachers, LBD Resource Teachers
Professional Development	Arts & Humanities teacher will participate in content specific professional development based on student needs and actively participate in Arts & Humanities PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0	Arts & Humanities Teacher
Leadership	The school SBDM council will implement a policy to ensure that discipline based arts instruction is part of the school curriculum and arts concepts are taught throughout the school and across the curriculum.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, Assistant Principal, SBDM, Arts & Humanities Teacher
Interventions	Students with IEPs will work with retired teacher interventionist three days a week to increase math achievement. The intervention data is analyzed weekly by the ECE teacher. Gains made are charted by the ECE teacher to show progress or lack of progress.	Academic Support Program	08/12/2016	12/15/2017	\$0	ECE Teacher
Cultural Comptency Updates	Articles and excerpts from books reflective of the various cultures the students possess will be shared via emails, staff meetings, etc. and collegial conversations will be encouraged during PLCs.	Professional Learning	08/11/2016	12/15/2017	\$0	Goal Clarity Coach, Principal, and Assistant Principal
Small Group/Individual	Students will be pulled in small groups or individually and provided interventions based on need. Interventions will vary based on need and progress of the student(s). (I.e. Reading Mastery, Study Island, Moby Max, Teacher Created Materials, Journeys Intervention Tab, etc.)	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers, Instructional Assistants, Goal Clarity Coach
Social Skills	ECE teachers plan and facilitate social skills lessons which will increase positive behaviors and provide students with strategies to handle various situations.	Behavioral Support Program	09/04/2012	06/05/2013	\$0	ECE Teachers
Cultural Competency Training	All staff will view and participate in the district provided Cultural Competency Video during the month of August 2016	Professional Learning	08/10/2016	12/14/2017	\$0	Principal, Assistant Principal
Writing Professional Development	Teachers will participate in writing professional development opportunities that focus on research based best practices. These opportunities will be based on student data and teacher professional growth plans and will integrate KCAS for Reading and Writing.	Professional Learning	08/10/2016	12/15/2017	\$0	Goal Clarity Coach

# Comprehensive School Improvement Plan

Indian Trail Elementary

Academic Support	Students will research information around a topic to demonstrate new understanding through products and demonstrate media literacy through regular use of technological use of tools, resources and applications in reading, writing, speaking, listening and language use to use communication goals.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom Teachers, ECE Teachers, Special Area Teachers
Common Assessments	Teachers will meet in PLC's to collaborate and develop common formative assessments in order to assess students learning.	Professional Learning	08/10/2016	12/07/2017	\$0	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead
Student mentoring	Identified staff members, both certified and classified, will have student "Amigos" from the 3rd grade that they mentor, tutor, and/or check on their emotional well being.	Behavioral Support Program	01/04/2017	12/29/2017	\$0	Principal, Assistant Principal, Identified staff both certified and classified
Data Analysis	Teachers will meet in order to collaboratively analyze student assessment data and determine next steps for instruction.	Professional Learning	08/10/2016	12/07/2017	\$0	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead
Assessment Methods	Teachers collaborate in PLCs to create and analyze common assessments and plan future instruction based on student needs. Teachers use a variety of developmentally appropriate assessment methods such as Brigance, running records, DRA2, and district diagnostic and proficiency assessments.  Teachers also provide unit assessments and teacher-made benchmark assessments throughout units of study based on learning targets.	Academic Support Program	08/10/2016	12/07/2017	\$0	All K-3 Primary Classroom Teachers, ECE Teachers, Goal Clarity Coach
Co-Teaching	ECE teachers collaborate and plan with regular education classroom teachers. The ECE teacher modifies lessons, differentiates instruction for individual students based on their IEP.	Academic Support Program	08/10/2016	12/15/2017	\$0	ECE teachers, regular education teachers
Small Groups	During small group, students are taught to use manipulatives to achieve their math goals. Students are taught scaffolding strategies from math learned in previous grades.	Academic Support Program	08/10/2016	12/15/2017	\$0	ECE Teachers

## Comprehensive School Improvement Plan

Indian Trail Elementary

Health Education	Students will receive instruction in all health education content areas and differentiated by grade levels provided by the school nurse. Health Teacher.com will be used by K-5th grade teachers as a resource to help integrate health education concepts with ELA KCAS.	Academic Support Program	08/10/2016	12/15/2017	\$0	Practical Living Teacher, Classroom Teachers, LBD Resource Teachers, Family Resource Coordinator
Disaggregated Data Folders	The district resource teacher will create and maintain student data folders by homeroom to identify and track student progress on a variety of formative and summative school based and district assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0	District Resource Teacher
Walk-throughs and lesson plans	Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrating Technology	Teachers will teach 21st century skills using a variety of tools, programs and online programs. Teachers will collaborate with each other and LBD Resource teachers to differentiate learning targets and support the writing goals of the school. This will enhance critical thinking skills and prepare students with 21st Century skills. Eg. Publishing, spread sheets, PowerPoint, Word, Publisher, Xtra Math, online sessions using Journeys & Envisions, Accelerated Readers, SmartBoards, iPad Apps. Funding through General budget, Title I and Section 7.	Technology	08/10/2017	06/15/2018	\$2000	Teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator/STC, Counselor
Universal Design for Learning for Students	Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2017	12/15/2017	\$12500	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher
<b>Total</b>					<b>\$14500</b>	

## Comprehensive School Improvement Plan

Indian Trail Elementary

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Extended School Services	After school ESS provides additional KCAS aligned instruction to identified students in the content areas of math and reading. Instruction is provided by certified teachers after school one day a week. (SB168)	Academic Support Program	08/12/2016	12/30/2017	\$3393	Principal, Coordinator Extended School Services, RTI Team Lead
After School Extended School Services	Identified all gap students scoring novice/apprentice in a variety of reading and/or math assessments will be asked to participate in the after school extended school services program.	Academic Support Program	08/10/2016	12/15/2017	\$12000	Principal, Extended School Services Coordinator, RTI Lead
Total					\$15393	

## **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	We looked at school data to determine the need for interventions for our students. Novice reduction is needed in all academic areas and a focus on our GAP students.	

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	We have purchased and implemented Journeys Reading program as well as Envision Math to further support teacher needs for instructing reading and math. We also use the Social Studies ALIVE program for social studies instruction in grades K - 5.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	We do not offer the preschool program.	

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	We use the Journeys Reading intervention "Write-in Readers" for reading interventions and for mathematics we use Envision math interventions. These interventions are identified and tracked through the school wide Response to Intervention (RTI) process.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Treat each teacher with professional respect, give them a voice within the building and to promote from within the building whenever it is best for the school.	

# Comprehensive School Improvement Plan

Indian Trail Elementary

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	We hold bi-monthly Title I parent one meetings to continue to keep our parents engaged with the business of our school. We also purchased a special area instructor for the computer lab with title one funds. We also purchased 3 instructional assistants to rotate throughout the building and provide additional intervention times for students.	

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	School Based Decision Making Committee (SBDM) is comprised of 2 parents, we also have an active PTA, and a lot of Family Nights throughout the school year to keep our parents in our building. We also are a WATCH DOGS school which allows Dads Of Great Students to be in the building on each week.	

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	The school has and will continue to provide professional development in areas of need. Based on the TELL Survey results we will focus on providing support for student behavior and the deconstruction of Core Standards for better implementation during lessons.	

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	We reviewed our KPREP data along with our free and reduced lunch counts.	

# Comprehensive School Improvement Plan

Indian Trail Elementary

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We continue to use the Journeys Reading Intervention program as well as the Envision math intervention to deliver research based interventions. ESS is held on Wednesday of each week to support identified students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Our FRYSC coordinates activities to assist our identified homeless families and support their needs throughout the school year.	

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	Our school offers after school ESS program to assist students who are struggling and/or in need of additional help academically.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our school participates in Title One parent involvement activities, Extended School Services (ESS) and Everyone Reads.	

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	We develop sign in sheets and keep data on parent involvement events as well as keeping data on students who participate in the ESS program. Response to Interventions are monitored throughout the year every six weeks to determine the needs of the students.	

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	Our paraprofessional are required to acquire 24 professional development hours per year.	

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	Title One as well as Free & Reduced lunch and At-Risk money has been used and monitored in accordance with Red book policies.	

## Comprehensive School Improvement Plan

Indian Trail Elementary

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	Title one Family Nights have been specifically designed to provide information and engage our parents throughout the school year.	

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	Professional development has been developed during the summer as well as throughout the school year so that our teachers are able to continue developing their instructional practices throughout the school year.	

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	<a href="https://www.jefferson.kyschools.us/schools/profiles/indian-trail">https://www.jefferson.kyschools.us/schools/profiles/indian-trail</a>	

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.	N/A		

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	Teachers are surveyed and asked what professional development they would like to have in an effort to provide them with professional development that they feel will be beneficial to them.	

# Comprehensive School Improvement Plan

Indian Trail Elementary

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	Our Goal Clarity Coach maintains an ongoing PLC with our para-educators so that there is continuity in the delivery of the the interventions.	

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	Each para-educator is paired with highly qualified teachers who supervise their interventions and plan the lessons that are being taught.	

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	Each Para-educator has a schedule that is used throughout the school year.	

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	Para-educators are used in areas where it is most beneficial for our students.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Our overages are paid through the district funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Our overages are paid through the district funds.	

## **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:

Culture and Climate: Based on the TELL Survey, the percentage of teachers agreeing that students follow the school rules of conduct will increase from 79.3% to 90% by 2019.

### Measurable Objective 1:

collaborate to implement positive behavior supports by 12/15/2017 as measured by a decreased number of student referrals .

### Strategy1:

School Wide Behavior Program - Implement a school wide behavior program in Kindergarten thru 5th grade. WE have created common area videos and lesson plans for teachers to teacher at least 6 times a year. We also conduct grade level behavior assemblies to discuss the behavior expectations at ITES.

Category: Learning Systems

Research Cited:

Activity - Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Success Coach provides ongoing behavior supports through small focus groups and individualized student goal setting.	Behavioral Support Program	08/12/2016	12/07/2017	\$0 - District Funding	Student Success Coach

Activity - Second Steps Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementing the Second Steps Behavior Program in Kindergarten thru 5th grade. Students receive weekly lessons and then implement the skills/strategies taught daily.	Behavioral Support Program	08/10/2016	12/15/2017	\$0 - District Funding	School Success Coach, ECE Teachers, Classroom Teachers, Principal, Assistant Principal, Counselor

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

### Goal 1:

Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.1% to 66.55% by 2019.



# Comprehensive School Improvement Plan

Indian Trail Elementary

## Measurable Objective 1:

demonstrate a proficiency by June of 2017. Indian Trail Elementary School will increase the average combined Reading and Math K-prep scores to 54.9% by 06/15/2017 as measured by the reading and math K-PREP scores in the Spring of 2017..

## Strategy1:

Academic Interventions and Enrichments - Students are identified based on formative assessments, district proficiency assessments, classroom assessments, and Diagnostic Reading Assessments. Learning activities are individualized for each student to support achievement of expectations. Interventions and Enrichment are provided using effective and varied instructional practices.

Category: Continuous Improvement

Research Cited: Research based programs are used to improve and enhance student achievement. (Marzano, Journeys, Envisions etc.)

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Success Coach will provide additional KCAS aligned instruction to identified students in first through fifth grades. Instruction is provided by an Instructor III and other teaching assistants as well as certified teachers. Students receive instruction 2 - 4 days per week. (SB168)	Academic Support Program	08/10/2016	12/15/2017	\$15000 - Grant Funds	Principal, Assistant Principal, Goal Clarity Coach Success Coach, Interventionist, teaching assistants, certified teachers

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school ESS provides additional KCAS aligned instruction to identified students in the content areas of math and reading. Instruction is provided by certified teachers after school one day a week. (SB168)	Academic Support Program	08/12/2016	12/30/2017	\$3393 - State Funds	Principal, Coordinator Extended School Services, RTI Team Lead

Activity - Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as gifted learners according to primary talent pool or advanced program guidelines will be provided enrichment support activities differentiated to their individual needs. Classroom teachers will use ongoing assessment data to provide unique learning experiences for continued growth and achievement.	Academic Support Program	08/10/2016	12/15/2017	\$0 - General Fund	Classroom Teachers, Counselor

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly basis based on reading and math diagnostic data. (SB168)	Academic Support Program	08/10/2016	12/06/2017	\$50000 - General Fund	Classroom Teachers, Instructional Assistants, Goal Clarity Coach, Success Coach

## Strategy2:

21st Century Skills - Teachers, instructional assistants and students will use 21st century technology to enhance student learning and success.

## Comprehensive School Improvement Plan

Indian Trail Elementary

Category:

Research Cited: The use of technology will enable students to compete in a global economy. (Marzano)

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach 21st century skills using a variety of tools, programs and online programs. Teachers will collaborate with each other and LBD Resource teachers to differentiate learning targets and support the writing goals of the school. This will enhance critical thinking skills and prepare students with 21st Century skills. Eg. Publishing, spread sheets, PowerPoint, Word, Publisher, Xtra Math, online sessions using Journeys & Envisions, Accelerated Readers, SmartBoards, iPad Apps. Funding through General budget, Title I and Section 7.	Technology	08/10/2017	06/15/2018	\$2000 - Title I Schoolwide	Teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator/STC, Counselor

Activity - Universal Design for Learning for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2017	12/15/2017	\$4000 - General Fund \$12500 - Title I Schoolwide	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher

Activity - Universal Design Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers are attending ongoing UDL professional development sessions where the focus is on meeting the challenge of diversity by providing flexible instructional strategies and materials to help differentiate instruction to meet the varied needs of students. (SB168)	Professional Learning	08/10/2016	12/15/2017	\$0 - District Funding	Debbie Schuler, Classroom Teacher

### Strategy3:

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

Activity - Student mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified staff members, both certified and classified, will have student "Amigos" from the 3rd grade that they mentor, tutor, and/or check on their emotional well being.	Behavioral Support Program	01/04/2017	12/29/2017	\$0 - No Funding Required	Principal, Assistant Principal, Identified staff both certified and classified

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs meet weekly in grade groups to analyze district student data, common formative assessments and to determine next steps for students. PLC groups will meet for embedded PD as needed. During PLCs, teachers plan challenging and equitable opportunities for all students and identify individualized support for each student. Teachers will use data to name and claim students for focus groups. Consultancy visit geared toward school math big block with two district assistant superintendents, math specialists and ETC.	Academic Support Program	08/10/2016	12/15/2017	\$2000 - General Fund	Administrative team, Classroom teachers, LBD Resource teachers, Goal Clarity Coach

Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

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

## Goal 1:

Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.

## Measurable Objective 1:

collaborate to increase kindergarten readiness by 12/15/2017 as measured by an increase of 18% of students demonstrating readiness based on the BRIGANCE Screener..

## Strategy1:

Support for incoming Kindergartners - Parents will receive information on kindergarten readiness skills and strategies to support their child at home during the summer months.

Category: Early Learning

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Kindergarten Camp for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents attend strategy sessions on kindergarten readiness skills.	Parent Involvement	08/10/2016	12/07/2017	\$1000 - General Fund	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will attend two 3 hour morning sessions with their kindergarten teachers and assistants to engage in readiness activities.	Academic Support Program	08/10/2016	12/15/2017	\$4000 - General Fund	Kindergarten teachers and kindergarten teaching assistants

### Strategy2:

Administer BRIGANCE Screener - Beginning kindergarten students will be screened using the BRIGANCE during the first 30 instructional days of the school year.

Category: Continuous Improvement

Research Cited:

Activity - BRIGANCE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten teachers and support personnel will attend professional development sessions on administering and analyzing data from the BRIGANCE Screener	Professional Learning	08/10/2016	12/07/2017	\$0 - District Funding	Kindergarten teachers, Assistant Principal, Goal Clarity Coach, BRIGANCE School Coordinator

Activity - BRIGANCE SCREENER	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will screen all students using the BRIGANCE Screener	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Kindergarten Teachers, Goal Clarity Coach, Magnet Coordinator

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

### Goal 1:

Increase kindergarten readiness based on Brigance Screening from 21% of students ready for kindergarten to 50% of students ready for kindergarten.

### Measurable Objective 1:

collaborate to increase kindergarten readiness by 12/15/2017 as measured by an increase of 18% of students demonstrating readiness based on the BRIGANCE Screener..

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Strategy1:

Administer BRIGANCE Screener - Beginning kindergarten students will be screened using the BRIGANCE during the first 30 instructional days of the school year.

Category: Continuous Improvement

Research Cited:

Activity - BRIGANCE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten teachers and support personnel will attend professional development sessions on administering and analyzing data from the BRIGANCE Screener	Professional Learning	08/10/2016	12/07/2017	\$0 - District Funding	Kindergarten teachers, Assistant Principal, Goal Clarity Coach, BRIGANCE School Coordinator

Activity - BRIGANCE SCREENER	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will screen all students using the BRIGANCE Screener	Academic Support Program	08/10/2016	12/15/2017	\$0 - District Funding	Kindergarten Teachers, Goal Clarity Coach, Magnet Coordinator

### Strategy2:

Support for incoming Kindergartners - Parents will receive information on kindergarten readiness skills and strategies to support their child at home during the summer months.

Category: Early Learning

Research Cited:

Activity - Kindergarten Camp for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents attend strategy sessions on kindergarten readiness skills.	Parent Involvement	08/10/2016	12/07/2017	\$1000 - General Fund	Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator, Family Resource Center Coordinator

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will attend two 3 hour morning sessions with their kindergarten teachers and assistants to engage in readiness activities.	Academic Support Program	08/10/2016	12/15/2017	\$4000 - General Fund	Kindergarten teachers and kindergarten teaching assistants

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

### Goal 1:

Increase the averaged combined reading and math K-PREP scores for Indian Trail Elementary school students from 37.1% to 66.55% by

2019.

**Measurable Objective 1:**

demonstrate student proficiency (pass rate) in the area of Social Studies at 68.80% and in Science at 66%. by 12/15/2017 as measured by The objective will be measured by the 2016-2017 KPREP scores..

**Strategy1:**

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

**Measurable Objective 2:**

demonstrate a proficiency by June of 2017. Indian Trail Elementary School will increase the average combined Reading and Math K-prep scores to 54.9% by 06/15/2017 as measured by the reading and math K-PREP scores in the Spring of 2017..

**Strategy1:**

Monitoring teaching and learning - The principal, assistant principal, magnet coordinator, and Goal Clarity Coach will frequently and consistently monitor instruction in the classrooms and provide timely feedback to the teachers and students to support student achievement. This will ensure effective and varied instructional practices that are horizontally and vertically aligned to KCAS in all content areas.

Category:

Research Cited: Student goal setting and teacher effectiveness feedback.

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Student mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified staff members, both certified and classified, will have student "Amigos" from the 3rd grade that they mentor, tutor, and/or check on their emotional well being.	Behavioral Support Program	01/04/2017	12/29/2017	\$0 - No Funding Required	Principal, Assistant Principal, Identified staff both certified and classified

Activity - Walk-throughs and lesson plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs and lesson plans provide timely feedback to teachers to assist with KCAS instruction to move students to proficiency. Walk-through and lesson plans will provide evidence of vertical and horizontal alignment of math and English/literacy standards.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs meet weekly in grade groups to analyze district student data, common formative assessments and to determine next steps for students. PLC groups will meet for embedded PD as needed. During PLCs, teachers plan challenging and equitable opportunities for all students and identify individualized support for each student. Teachers will use data to name and claim students for focus groups. Consultancy visit geared toward school math big block with two district assistant superintendents, math specialists and ETC.	Academic Support Program	08/10/2016	12/15/2017	\$2000 - General Fund	Administrative team, Classroom teachers, LBD Resource teachers, Goal Clarity Coach

Activity - Proficiency Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grade level teachers and/or administrators meets individually with students to monitor their formative and summative assessments and to provide opportunities for goal setting.	Academic Support Program	08/10/2016	12/15/2017	\$20 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

### Strategy2:

21st Century Skills - Teachers, instructional assistants and students will use 21st century technology to enhance student learning and success.

Category:

Research Cited: The use of technology will enable students to compete in a global economy. (Marzano)

Activity - Universal Design for Learning for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with scaffolds and supports to deeply understand and engage with standards based materials and technologies. A variety of 21st century technologies are available for differentiation of instruction such as iPads, laptops, SmartBoards, Clickers, mini laptop carts and desktop computers. (SB168)	Academic Support Program	08/10/2017	12/15/2017	\$12500 - Title I Schoolwide \$4000 - General Fund	Classroom Teachers, LBD Resource Teachers, STC, Computer Lab Teacher

# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach 21st century skills using a variety of tools, programs and online programs. Teachers will collaborate with each other and LBD Resource teachers to differentiate learning targets and support the writing goals of the school. This will enhance critical thinking skills and prepare students with 21st Century skills. Eg. Publishing, spread sheets, PowerPoint, Word, Publisher, Xtra Math, online sessions using Journeys & Envisions, Accelerated Readers, SmartBoards, iPad Apps. Funding through General budget, Title I and Section 7.	Technology	08/10/2017	06/15/2018	\$2000 - Title I Schoolwide	Teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator/STC, Counselor

Activity - Universal Design Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers are attending ongoing UDL professional development sessions where the focus is on meeting the challenge of diversity by providing flexible instructional strategies and materials to help differentiate instruction to meet the varied needs of students. (SB168)	Professional Learning	08/10/2016	12/15/2017	\$0 - District Funding	Debbie Schuler, Classroom Teacher

## Strategy3:

Academic Interventions and Enrichments - Students are identified based on formative assessments, district proficiency assessments, classroom assessments, and Diagnostic Reading Assessments. Learning activities are individualized for each student to support achievement of expectations. Interventions and Enrichment are provided using effective and varied instructional practices.

Category: Continuous Improvement

Research Cited: Research based programs are used to improve and enhance student achievement. (Marzano, Journeys, Envisions etc.)

Activity - Enrichments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as gifted learners according to primary talent pool or advanced program guidelines will be provided enrichment support activities differentiated to their individual needs. Classroom teachers will use ongoing assessment data to provide unique learning experiences for continued growth and achievement.	Academic Support Program	08/10/2016	12/15/2017	\$0 - General Fund	Classroom Teachers, Counselor

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school ESS provides additional KCAS aligned instruction to identified students in the content areas of math and reading. Instruction is provided by certified teachers after school one day a week. (SB168)	Academic Support Program	08/12/2016	12/30/2017	\$3393 - State Funds	Principal, Coordinator Extended School Services, RTI Team Lead



# Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Success Coach will provide additional KCAS aligned instruction to identified students in first through fifth grades. Instruction is provided by an Instructor III and other teaching assistants as well as certified teachers. Students receive instruction 2 - 4 days per week. (SB168)	Academic Support Program	08/10/2016	12/15/2017	\$15000 - Grant Funds	Principal, Assistant Principal, Goal Clarity Coach Success Coach, Interventionist, teaching assistants, certified teachers

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus Groups are taught by certified teachers and instructional assistants on a daily/weekly basis based on reading and math diagnostic data. (SB168)	Academic Support Program	08/10/2016	12/06/2017	\$50000 - General Fund	Classroom Teachers, Instructional Assistants, Goal Clarity Coach, Success Coach

## Measurable Objective 3:

demonstrate student proficiency (pass rate) in the area of Science at 66% by 2019 by 12/15/2017 as measured by The objective will be measured by the 2016 -2017 KPREP scores,.

## Strategy1:

Differentiated Instruction - Students received differentiated instruction based on their individual education plans.

Category:

Research Cited: SB168

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During small group, students are taught to use manipulatives to achieve their math goals. Students are taught scaffolding strategies from math learned in previous grades.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ECE Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEPs will work with retired teacher interventionist three days a week to increase math achievement. The intervention data is analyzed weekly by the ECE teacher. Gains made are charted by the ECE teacher to show progress or lack of progress.	Academic Support Program	08/12/2016	12/15/2017	\$0 - No Funding Required	ECE Teacher

## Goal 2:

Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary school from 36.4% in 2016 to 66.6% in 2019.

## Measurable Objective 1:

demonstrate a proficiency in reading by 06/15/2017 as measured by increased K-PREP achievement in reading scores. The overall achievement of gap students will increase by 10.13%.

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Strategy1:

Professional Learning Communities - Grade level PLCs meet weekly to focus on student learning. They regularly analyze student reading data based on common assessments targeting reading KCAS and plan next steps for instructional adjustments. The administration team participates in all grade level PLCs to ensure the curriculum and learning experiences are horizontally and vertically aligned to KCAS in all content areas. PLCs plan learning activities that are individualized for each student to support achievement of expectations.

A variety of effective instructional practices are planned to meet individual student needs and are monitored through PLC work.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers meet weekly for PLC job embedded professional learning for continuous growth to increase student achievement in KCAS for reading. Grade level PLCs will analyze district reading diagnostic and proficiency assessments to plan next steps for instruction and interventions. Using student achievement data, administration and teachers identify areas of need for professional learning.	Professional Learning	08/10/2017	06/15/2018	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Goal Clarity Coach, Principal, Assistant Principal

Activity - Phase 2 PLC Project for Title I Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Goal Clarity Coach and additional staff will participate in on-going professional development provided by the Dufour's and Solution Tree on using PLCs to transform school culture.	Professional Learning	08/10/2017	06/15/2018	\$1138 - General Fund	Goal Clarity Coach, Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for literacy common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Professional Learning	08/10/2017	06/15/2018	\$0 - No Funding Required	Grade level classroom teachers, Special Education teachers, Goal Clarity Coach, Principal, Assistant Principal

### Strategy2:

Providing effective and varied instructional practices - The principal, assistant principal, magnet coordinator, Goal Clarity Coach, ECE teachers, classroom teachers, and support staff will implement and monitor best practice instructional practices.

Category:

Research Cited: All staff is has been trained in the use of effective instruction and strategies to be used.

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will promote the Accelerated Reader Program to students and encourage more students to participate. The impact is measured through student goal setting in homerooms and in MicroSociety ventures and agencies. Funds will be used to purchase additional AR books, prizes and certificates.	Academic Support Program	08/10/2017	06/20/2018	\$7942 - General Fund	Classroom Teachers, Magnet Coordinator, Family Resource Coordinator, Librarian

Activity - DRA2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRA will be administered twice a year, once in the fall and then at the end of the school year.	Academic Support Program	08/10/2017	06/15/2018	\$0 - No Funding Required	Classroom teachers, Goal Clarity Coach, LBD Resource Teachers

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through fifth grade reading teachers will implement the Journey's Reading Program as their core program and supplement using a variety of KCAS support resources as evidenced by lesson plans, walk throughs, student work, etc.	Academic Support Program	08/10/2017	06/15/2018	\$23000 - General Fund	Reading Teachers K-5th grades, Special Education teachers, Goal Clarity Coach, Interventionist, Instructional Assistants

Activity - English/Language Arts PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA professional development sessions are aligned with literacy for KCAS and integrated throughout all content areas and based on the needs of the teachers, staff and students. Professional Development sessions may include using discourse to increase student achievement, on-demand writing, accelerated reader, e-chalk, MicroSociety aligned with KCAS, understanding common core standards, reading and writing unit planning, assessment building, cultural competency and science and literacy. Additional professional development sessions may be added as the need arises.	Professional Learning	08/10/2017	06/15/2018	\$1100 - General Fund	Principal, Assistant Principal, Magnet Coordinator, Goal Clarity Coach

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Classroom teachers will administer a running record to Tier 3 students. Teachers will administer a running record to Tier II students as well as BLP assessments. Parents will be notified at least once per grading period if their child is reading below grade level. Data will be recorded and monitored by the administration/ leadership team. BLP assessments will be administered 3 times a year (DSA, PAT, Fluency)	Academic Support Program	08/10/2017	06/15/2018	\$0 - No Funding Required	K-2 Classroom teachers, Special Education teachers, Principal, Assistant Principal, Goal Clarity Coach, Magnet Coordinator

### Goal 3:

Increase the Writing K-PREP scores for gap students attending Indian Trail Elementary school from 48.6% in 2016 to 66.8% in 2019.

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Measurable Objective 1:

66% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 66.8% in Writing by 05/31/2019 as measured by 2019 K-PREP scores.

### Strategy1:

Differentiated Instruction - Students will receive differentiated instruction based on their individual education plans.

Category:

Research Cited: SB168

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive differentiated instruction and learn strategies that will promote grade level reading comprehension. A variety of materials are used to support differentiated instruction such as Cars and Stars, Comprehension Plus and leveled reading groups.	Academic Support Program	08/21/2017	06/05/2018	\$1000 - General Fund	ECE Teachers

### Strategy2:

Professional Learning Communities - Grade level PLCs are scheduled to meet regularly to analyze student reading data based on common assessments targeting reading KCAS and plan next steps for instructional adjustments.

Category:

Research Cited: PLCs are based on the Dufour model of analyzing assessments and adjusting instruction based on student needs.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs meet monthly to plan KCAS for literacy common assessments based on target standards according to district curriculum maps. Assessments are analyzed in order to adjust instruction. Rubrics are used to provide feedback to students and parents.	Professional Learning	10/11/2017	05/23/2018	\$0 - No Funding Required	Grade level classroom teachers, ECE teachers, District Resource Teacher, Principal, Assistant Principal

Activity - Data Analysis Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will meet every six weeks to analyze district reading diagnostic and proficiency assessments. Focus groups will be formed based on standards not being met.	Professional Learning	09/05/2017	05/29/2018	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, District Resource Teacher, Principal, Assistant Principal

### Goal 4:

Decrease the number of Novice students in reading and math attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.

### Measurable Objective 1:

SY 2016-2017

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## Comprehensive School Improvement Plan

Indian Trail Elementary

3% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth will meet novice reduction targets in Reading by 12/15/2017 as measured by K-PREP.

### Strategy1:

Interventions - Students will be provided research-based culturally relevant interventions as needed based on their current needs.

Category: Other - Student Learning

Research Cited: RTI Research

Activity - Small Group/Individual	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled in small groups or individually and provided interventions based on need. Interventions will vary based on need and progress of the student(s). (I.e. Reading Mastery, Study Island, Moby Max, Teacher Created Materials, Journeys Intervention Tab, etc.)	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Assistants, Goal Clarity Coach

### Strategy2:

PLC - Teachers will meet weekly in PLC's to collaborate and analyze student data to determine next steps for classroom instruction, small group/individual interventions, and enrichment groups in order to move students toward proficiency.

Category: Professional Learning & Support

Research Cited: PLC Institute

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's to collaborate and develop common formative assessments in order to assess students learning.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in order to collaboratively analyze student assessment data and determine next steps for instruction.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the Reading K-PREP scores for gap students attending Indian Trail Elementary School from 36.4% in 2016 to 66.6% in 2019.

Increase the Math K-PREP scores for gap student attending Indian Trail Elementary School from 29% in 2016 to 66.5% in 2019.

## Comprehensive School Improvement Plan

Indian Trail Elementary

### Measurable Objective 1:

increase student growth on Writing K-PREP scores for gap students from 48.6% in 2016 to 66.8% in 2019. 66.6% of gap students will become proficient in Reading and Math by 2019. by 12/15/2017 as measured by demonstrating a proficiency in state standards in English Language Arts and Reading and Math by 12/15/17 as measured by K-PREP. .

### Strategy1:

Collaboration - ECE teachers collaborate with regular education teachers to promote academic achievement.

Category: Teacher PGES

Research Cited: ECE collaboration increases student achievement.

Activity - Disaggregated Data Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district resource teacher will create and maintain student data folders by homeroom to identify and track student progress on a variety of formative and summative school based and district assessments.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	District Resource Teacher

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers collaborate and plan with regular education classroom teachers. The ECE teacher modifies lessons, differentiates instruction for individual students based on their IEP.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	ECE teachers, regular education teachers

Activity - Social Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers plan and facilitate social skills lessons which will increase positive behaviors and provide students with strategies to handle various situations.	Behavioral Support Program	09/04/2012	06/05/2013	\$0 - No Funding Required	ECE Teachers

### Measurable Objective 2:

increase student growth on the Reading K-PREP scores for ECE gap students attending Indian Trail Elementary School from 36.4% in 2016 to 54.2% in 2019. increase student growth on Math K-PREP scores for ECE gap students attending Indian Trail Elementary School from 13.2% in 2016 by 06/03/2019 as measured by scores of ECE gap students by 12/15/2017 as measured by an increase of 12.1%..

### Strategy1:

Professional Development - Teachers and staff are sensitive to the needs of the different cultures represented by our student population.

Category: Teacher PGES

Research Cited: Culturally responsive training through U of L, Males of Color Institute research based sessions, and Bellarmine Literacy Project training.

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Cultural Comptency Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Articles and excerpts from books reflective of the various cultures the students possess will be shared via emails, staff meetings, etc. and collegial conversations will be encouraged during PLCs.	Professional Learning	08/11/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, Principal, and Assistant Principal

Activity - Cultural Competency Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will view and participate in the district provided Cultural Competency Video during the month of August 2016	Professional Learning	08/10/2016	12/14/2017	\$0 - No Funding Required	Principal, Assistant Principal

### Strategy2:

Extended School Services - All gap students scoring Novice/Apprentice as indicated in prior assessments will be assigned to work with the ESS teacher.

Category: Continuous Improvement

Research Cited: It is proven these students need more time for learning, and ESS is an effective way to provide tailored learning experiences for students that are behind in a smaller class size setting.

Activity - Day Time Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students in grades 3, 4 and 5 scoring novice/apprentice on reading assessments will receive small group instruction using components of the Journeys Reading Program, and Journeys Intervention resources.	Academic Support Program	08/10/2016	12/15/2017	\$0 - General Fund	Principal, Goal Clarity Coach, Reading Interventionist, Classroom Teachers

Activity - After School Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified all gap students scoring novice/apprentice in a variety of reading and/or math assessments will be asked to participate in the after school extended school services program.	Academic Support Program	08/10/2016	12/15/2017	\$12000 - State Funds	Principal, Extended School Services Coordinator, RTI Lead

### Goal 2:

Decrease the number of Novice students in reading and math attending Indian Trail Elementary school from 31.90% in 2016 to 28.70% in 2017.

### Measurable Objective 1:

3% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth will meet novice reduction targets in Reading by 12/15/2017 as measured by K-PREP.

### Strategy1:

SY 2016-2017

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## Comprehensive School Improvement Plan

Indian Trail Elementary

PLC - Teachers will meet weekly in PLC's to collaborate and analyze student data to determine next steps for classroom instruction, small group/individual interventions, and enrichment groups in order to move students toward proficiency.

Category: Professional Learning & Support

Research Cited: PLC Institute

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's to collaborate and develop common formative assessments in order to assess students learning.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in order to collaboratively analyze student assessment data and determine next steps for instruction.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Classroom Teachers, Goal Clarity Coach, Principal, RTI Lead

### Strategy2:

Interventions - Students will be provided research-based culturally relevant interventions as needed based on their current needs.

Category: Other - Student Learning

Research Cited: RTI Research

Activity - Small Group/Individual	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled in small groups or individually and provided interventions based on need. Interventions will vary based on need and progress of the student(s). (I.e. Reading Mastery, Study Island, Moby Max, Teacher Created Materials, Journeys Intervention Tab, etc.)	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Assistants, Goal Clarity Coach

**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:

On the 2016-2017 Program Reviews Indian Trail Elementary School will score at least Proficient on at least three of the four Program



# Comprehensive School Improvement Plan

Indian Trail Elementary

Reviews.

## Measurable Objective 1:

collaborate to score Proficient on the Practical Living/Career Studies Program Review by 06/15/2017 as measured by the KDE Practical Living/Career Studies Program Review rubric .

## Strategy1:

Practical Living Needs - During the Program Review process, the school Practical Living program was reviewed and areas for improvement were found.

Category: Continuous Improvement

Research Cited:

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Indian Trail will have a Wellness Policy which addresses minimum amounts of required extended P.E. This supports having a full-time PE/Practical Living teacher. All teachers will document extended structured PE activities in their lesson plans.	Academic Support Program	08/10/2016	12/15/2017	\$62000 - General Fund	Principal, Assistant Principal, PE/Practical Living Teacher, Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practical Living teacher will participate in content specific professional development based on student needs and actively participate in Practical Living PLCs to address student needs.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher

Activity - Health Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in all health education content areas and differentiated by grade levels provided by the school nurse. Health Teacher.com will be used by K-5th grade teachers as a resource to help integrate health education concepts with ELA KCAS.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Practical Living Teacher, Classroom Teachers, LBD Resource Teachers, Family Resource Coordinator

## Measurable Objective 2:

collaborate to score Proficient on the Writing Program Review by 06/15/2017 as measured by the KDE Writing Program Review rubric .

## Strategy1:

Writing Needs - During the Program Review process, the school writing program was reviewed and areas for improvement were found.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will research information around a topic to demonstrate new understanding through products and demonstrate media literacy through regular use of technological use of tools, resources and applications in reading, writing, speaking, listening and language use to use communication goals.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom Teachers, ECE Teachers, Special Area Teachers

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in writing professional development opportunities that focus on research based best practices. These opportunities will be based on student data and teacher professional growth plans and will integrate KCAS for Reading and Writing.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach

### Measurable Objective 3:

collaborate to score Proficient on the Arts and Humanities Program Review by 12/15/2017 as measured by the KDE Arts and Humanities Program Review rubric .

### Strategy1:

Arts & Humanities Needs - During the Program Review process, the school Arts & Humanities program was reviewed and areas for improvement were found.

Category: Integrated Methods for Learning

Research Cited:

Activity - In-Depth Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities Program Review Committee will meet 3 times during the 2016-2017 school year to identify and implement strategies to move from Needs Improvement to Proficient for 3 indicators.	Professional Learning	08/10/2016	12/07/2017	\$800 - General Fund	Arts & Humanities Teacher, Goal Clarity Coach, Arts & Humanities Program Review Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts & Humanities teacher will participate in content specific professional development based on student needs and actively participate in Arts & Humanities PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Arts & Humanities Teacher

Activity - K-5 Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities teacher will collaborate with K-5 classroom teachers and ECE teachers by providing embedded professional development on incorporating arts & humanities concepts into their classroom instruction.	Professional Learning	08/10/2016	12/08/2017	\$0 - General Fund	Arts & Humanities Teacher

## Comprehensive School Improvement Plan

Indian Trail Elementary

Activity - Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SBDM council will implement a policy to ensure that discipline based arts instruction is part of the school curriculum and arts concepts are taught throughout the school and across the curriculum.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, SBDM, Arts & Humanities Teacher

### Measurable Objective 4:

collaborate to score Proficient on the K-3 Primary Program Review by 06/15/2017 as measured by the KDE K-3 Primary Program Review rubric .

### Strategy1:

K-3 Primary Program - Through a collaborative effort, the primary teachers will review the K-3 Primary Program Review rubric and provide feedback to identify areas of improvement.

Category:

Research Cited:

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate in PLCs to create and analyze common assessments and plan future instruction based on student needs. Teachers use a variety of developmentally appropriate assessment methods such as Brigance, running records, DRA2, and district diagnostic and proficiency assessments.  Teachers also provide unit assessments and teacher-made benchmark assessments throughout units of study based on learning targets.	Academic Support Program	08/10/2016	12/07/2017	\$0 - No Funding Required	All K-3 Primary Classroom Teachers, ECE Teachers, Goal Clarity Coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will participate in content specific professional development based on student needs and actively participate in PLCs to address student needs.	Professional Learning	08/10/2016	12/07/2017	\$0 - No Funding Required	Principal, Assistantat Principal, Goal Clarity Coach, Classroom Teachers, LBD Resource Teachers

# **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?**

Indian Trail Elementary was established in 1959. Since that time, the neighborhood community has significantly changed. We currently have less school age children in the area than ever before (based on the 2000 census data), and we have the highest poverty rate for children under the age of 18 than ever before. Currently, our free and reduced lunch rate is 86%. Just 7 years ago, that rate was only 62%. The following information is specific to households in the Indian Trail resides area: Median household income: \$30,109, Median household income per household member: \$12,547, and the percentage of minority students: 67.81%. This information is based on the 2000 census data. Indian Trail Elementary services students in grades kindergarten through fifth. We have three classes of each grade level, an MSD unit, and two LBD resource teachers. Along with our principal we have an assistant principal and a counselor. Our school has a full time librarian, computer teacher, arts & humanities teacher and P.E. /Practical Living teacher. All certified staff are considered highly qualified. Our kindergarten through fifth grade enrollment is 462 students. We have 86% of our students participating in the free and reduced lunch program. We are an ESL school, and we have students representing 15 nationalities. Indian Trail offers after school Extended School Services to struggling students. Students attending Indian Trail Elementary participate in the MicroSociety Magnet Program. They experience real-world, hands-on learning. Students participate in the program as citizens four days a week for 30 minutes. Two of these days are geared toward ELA, math and writing with a MicroSociety emphasis. Kindergarten and 1st grade were removed from full participation in an effort to focus on ELA and math skills. In the MicroSociety program, students create a microcosm of the real world inside their school. Young entrepreneurs produce goods and services, and elected officials establish laws. Judges arbitrate disputes and reporters track down stories. In our MicroSociety Magnet Program, students not only learn but also practice those twenty-first century skills that are so familiar to adults outside of school and so essential to students' future success--communication, collaboration, critical thinking, creativity, initiative, and innovation. Students, in turn, teach those skills to their peers, demonstrating the highest level of learning. Each spring the City Council holds an election for Mayor, Deputy-Mayor, Treasurer and Secretary. Once the election is held and certified, the school holds an Inauguration ceremony where a local district judge attends the ceremony and swears in our elected officials. Indian Trail continues to have a Family Resource Center with a full time coordinator and part time clerk. The FRC serves as a liaison between school and families as needed. They also work directly with families concerning non-academic needs. Indian Trail engages students in sports and academic afterschool teams and clubs.

## **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.**

Indian Trail Elementary envisions an academically excellent and community-spirited program for our students. We envision all students will be performing at the proficient level by 2019. We promote social and real-world skills along with academic skills in our school to prepare our students for college and career readiness beginning in Kindergarten.

## **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.**

- Implemented MicroSociety Magnet Program 2009-2010, which supports Senate Bill 1, College and Career Readiness
- Received National Award from MicroSociety for Rookie of the Year, 2009
- 2012 Received National Award from MicroSociety: 2012 George Award for Outstanding MicroSociety Student Venture
- 2011 Two Indian Trail Elementary School students received Entrepreneur of the Year for JCPS Gheens Academy of Innovation
- Intentionally integrating 21st century skills with the use of technology. Specifically, Smart Boards, clickers, 2 iPad Carts (60 total), used for instruction and student accessibility
- Two teachers are National Board Certified
- 100% of the Indian Trail Teachers are Highly Qualified
- Goal is to continue increasing English Language Arts proficiency while decreasing novice and gaps
- Goal is to continue increasing math, social studies and science proficiency while decreasing novice and gaps
- Purchased Journeys reading program and Envision Math school-wide.
- Implemented School-wide behavior management plan
- Accelerated Reader and STAR Reading/Math
- Purchased MAP assessment 2016-2017 school year
- Met AMO 2014-2015



## **Additional Information**

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

Indian Trail has two annual evening concerts, a winter concert and a spring concert. Students from the drama club and the choir perform during these concerts. Students participating in the orchestra and band programs are also given an opportunity to perform at these concerts. Students participate in a school-wide Women's History Living Wax Museum to demonstrate what they have learned about history. Students participate in the Storybook Parade where classrooms present a book to be displayed during the parade. Students participate in the Black History Month program giving historical information on African American's. Also, students participate in Constitution Day as well Veteran's Day in accordance with the state statues. In addition to these programs the school has a Literacy Night, Family Night, Micro Society Night, Muffins with Mom, Doughnuts with Dad and Parent meetings lead by members of the administrative team. We have also started Watch D.O.G.S. program to increase the number of male role models in our school. Qualifying students can receive services weekly through the Seven County Services program on site. The FRC provides a Christmas and Thanksgiving Assistance Program to families of Indian Trail students in need. Indian Trail has a full-time Success Coach who provides guidance and behavior interventions to students in grades third, fourth, and fifth. We have also hired a full-time in-school security monitor who mentors and reinforces our school safety plan.